



NORTH CAROLINA
RACE TO THE TOP
EARLY LEARNING CHALLENGE

Status Report — April – June 2016

Reform Area A: Successful State Systems

Project 1: Overall Grant Management

Description: This Project involves programmatic and fiscal management of the grant, evaluation, technical assistance, and statewide support for work in the Transformation Zone strategy.

Activity 1.1: Overall Grant Management

Description: This Activity involves programmatic and fiscal management and monitoring of the grant.

Key Accomplishments:

- Continued work on a communications plan to highlight the impact of NC's RTT-ELC grant on advancing the State's early learning goals and to promote sustained progress, including:
 - Continued the development of fact sheets for projects that can be distributed via newsletter, posted on website, and be made available to grant partners for distribution.
 - Continuing to update and build on NC RTT-ELC website for providing grant information.
- Held regular grant management staff meetings to coordinate efforts, problem-solve challenges, and support project implementation. Held regular communications committee meetings to continue implementation of communication strategies.
- Held monthly calls to communicate with the federal Race to the Top- Early Learning Challenge Grant (ELC) team about progress, challenges, and other issues, and provide presentations on grant projects.
- Conducted monthly/quarterly monitoring of all projects, and reviewed and enhanced monitoring processes. Reviewed final reports submitted from projects that ended in first quarter 2016.
- Managed budgets, tracked expenditures and processed payments. Developed a federal amendment request to make needed budget revisions to ensure effective use of funds.
- Developed, managed and/or revised contracts and Memorandums of Agreement with participating agencies and contractors, as needed.
- Revised GRADS to reflect approved updates and corrections to the RTT-ELC Scope of Work.

Challenges: None to report this quarter.



Upcoming Tasks:

- Continue implementing a communications plan to document and highlight the success of the grant in North Carolina.
- Make plans for closing out projects.
- Complete the annual federal desk monitoring.
- Support an Early Childhood State Leadership Team planning meeting.

Activity 1.2: Transformation Zone Support and Capacity Building

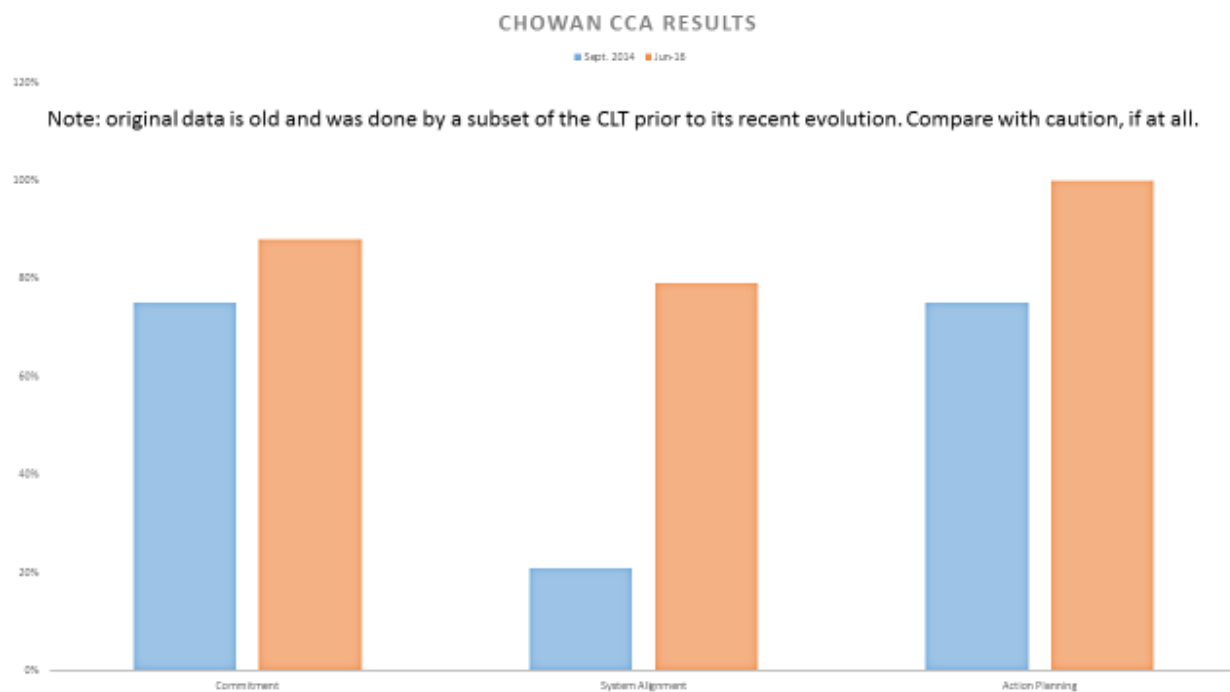
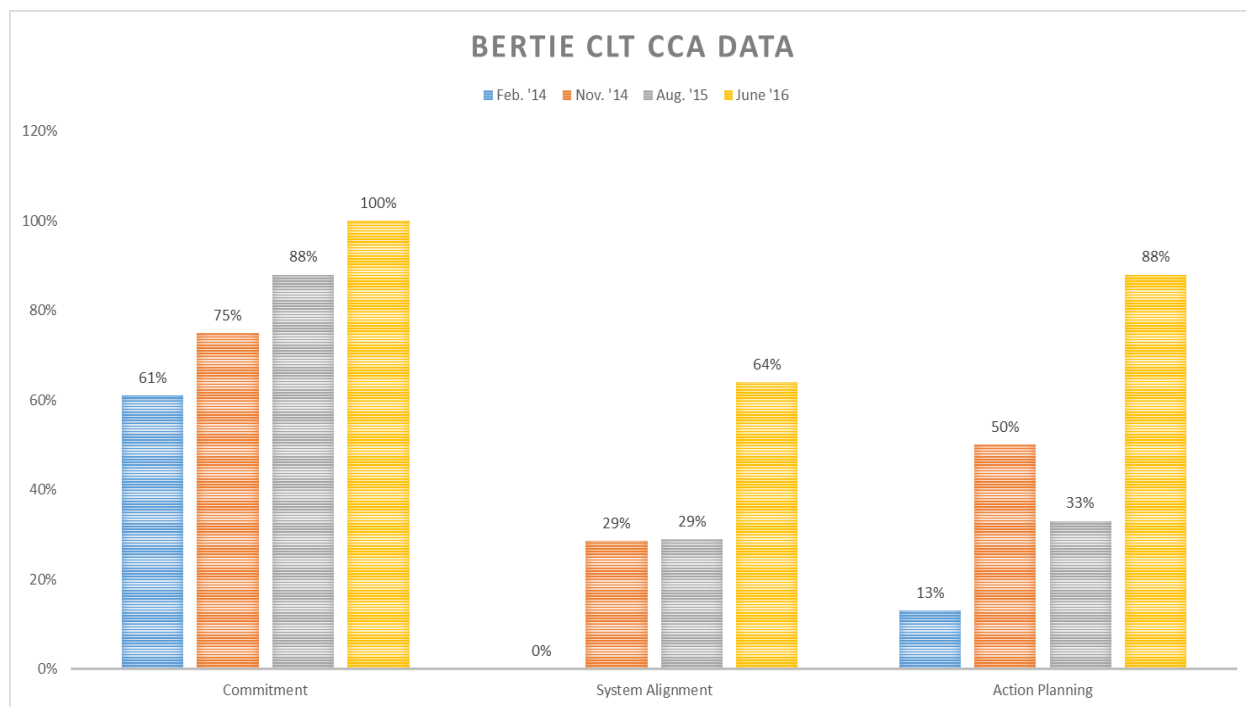
Description: The Transformation Zone is a system building initiative that includes a set of four counties (Beaufort, Chowan, Bertie and Hyde Counties) in Northeastern NC and representation from key human service state agencies working with young children. Working with the local and state teams, the effort emphasizes community infrastructure and capacity building around implementation science to support high quality implementation of selected evidence-based/informed strategies to improve outcomes for young children in the Transformation Zone (TZ).

Key Accomplishments:

- State-level:
 - Funder & Grant Administration work:
 - NIRN continues to support *NC Partnership for Children* in their efforts to expand organizational capacity to use Implementation Science best practices internally and with Local Partnerships for Children.
 - NIRN supports NCPC staff in convening, preparing and facilitating a small implementation team comprised of NCPC staff. NIRN staff provide weekly coaching to the NCPC Implementation Team facilitator and attend biweekly meetings. This team met weekly throughout the quarter to review unit responsibilities, identify overlaps and gaps, and identify opportunities to enhance NCPC implementation capacity. This Team was developed following our work with NCPC leadership in 2015.
 - The NCPC implementation team has communicated priorities and recommendations to NCPC leaders who supported the Implementation Team's focus on development of a Centralized Tracking System for NCPC to use internally. The Implementation Team is now working to develop an Exploration process and collect data for the development of this system.
 - NIRN provided intensive coaching in Implementation Science and change agent skills to the NCPC Coach Coordinator, so that she may support local Implementation Coaches in their knowledge and skill development. NIRN staff met weekly with Coach Coordinator in Q1 as well as providing coaching as needed in response to emergent opportunities and challenges. This will continue through 2016.



- *Evaluation Team:* NIRN continues to join Evaluation Team meetings on a monthly basis to provide feedback to Evaluation Team and receive updates.
- ELC Grants management:
 - NIRN provided input to the grants management team regarding planning for the end of Family Connects and how to provide county updates.
 - NIRN worked with GMT to outline the final reports expected from NIRN, their content and the relevant deadlines.
- County-level:
 - NIRN technical assistance is aligned with technical assistance plans developed in Q4 2015. County level support in Q2 was responsive to emergent coach and team needs and was largely virtual, reflecting the reduced level of involvement envisioned in the grant.
 - For Bertie, TA included the administration of the County Capacity Assessment (CCA, June 2). Results showed increased since the last administration and allowed for a few specific items to surface related to consistent use of collection and of data to drive improvement and understand progress. A report with results was submitted with the intention that the team would use them for further action planning. Additional TA included planning for the design of a child identification plan now that county funding has been received to support specific activities. The goals for this effort is increasing family awareness of and enrollment in available services.
 - For Chowan support focused on supporting the Coach to manage overlapping and complementary program opportunities to maximize their impact for young children and families. In addition, the Chowan CARES (former leadership team) team completed its first CCA as a full team. Despite the lack of longitudinal data, the results showed strong capacity for across the three domains. In Chowan too, the consistent collection and use of data to improve strategies and understand program was identified. A report with results was submitted with the intention that the team would use them for further action planning.
 - For Beaufort, virtual TA focused on supporting the coach to trouble shoot and plan for emergent tasks from leadership team meetings. Specific support focused on active implementation tools, especially the Hexagon and its use at different stages. TA also encompassed planning for coach-led orientation of new implementation and leadership team members is also under way.
 - In Hyde TA was largely focused on supporting the coach who is leading specific data collection efforts aligned with the ongoing strategic planning focused on literacy and family strengthening.
 - NIRN is working with NCPC on exploration of a potential cross county meeting. A survey of county leaders is in development to determine priority interests, locations, and timing.





Notes

Bertie

- Were very thoughtful and specific in explaining scores, citing specific practices and documents (or their absence)
- County proposal stood out as a key event motivating sustained collaboration & focused planning
- Noted gaps in data reporting and use (C1)
- Noted gaps in system alignment and made link with strengthening ToR (B4-7)

Chowan

- Vast difference in comfort with and ability to engage in focused discussion around CCA
- Also very thoughtful and specific in explaining scores, citing specific practices and documents (or their absence)
- Strategic framework doc (ABLE) was a unifying experience and tool
- Noted continuing focus on engaging key CLT members with appropriate authority (A1)
- Working on Sustainability plans – structural and financial sust. (A11)
- “written” processes were a stumbling block – made explicit link to improving ToR (B5-7)

Challenges:

- State-level:
 - Funder work: No challenges identified to work with NCPC at this time. No ongoing work with other funders.
 - Purveyor work: At this Implementation Stage, purveyor work is limited. No challenges identified at this time.
- County-level:
 - NIRN Support: Ensuring support of focused on local leadership of and response to challenges, e.g. transitioning out of a more active TA role, per our 2016 plan.
 - Cross-agency Coordination: Coordinating and align (where possible) TA efforts across NIRN, NCPC and Able Change remains a priority. In Q2 monthly coordinating calls helped to facilitate understanding across TA streams.

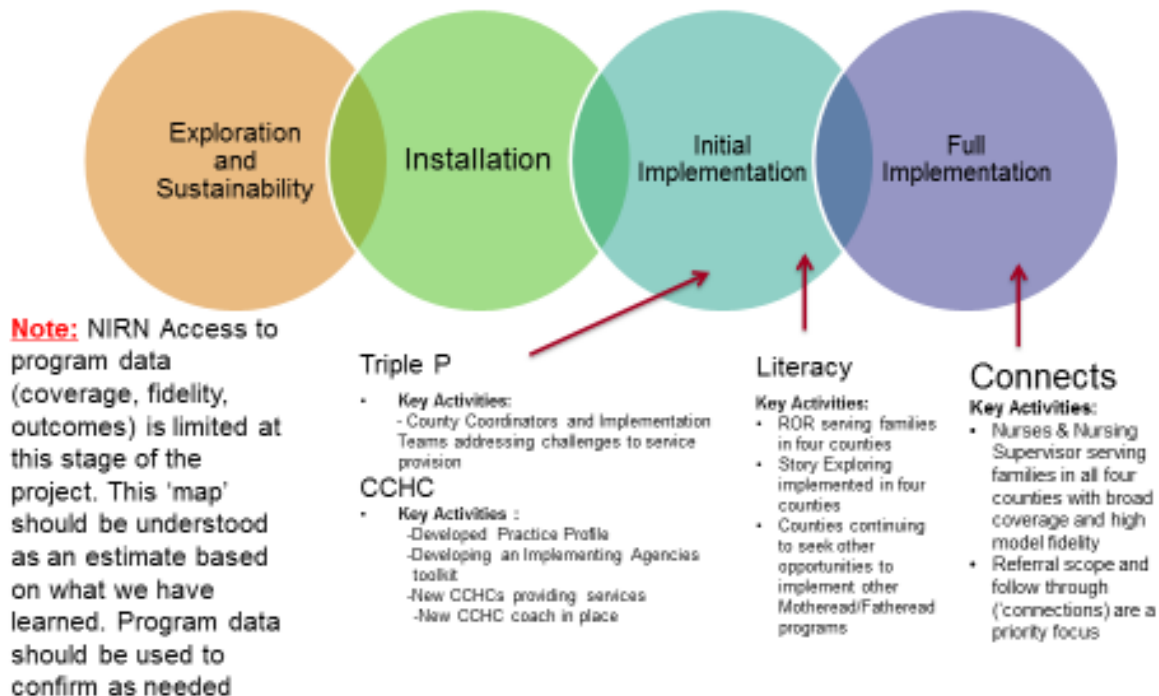
Upcoming tasks:

- State:
 - NIRN will continue to provide ongoing support to NCPC in order to develop NCPC's capacity to use Implementation Science in its work.
 - NIRN staff will continue to provide weekly coaching to the Implementation Team Facilitator and attend Implementation Team meetings on a biweekly basis.
 - NIRN staff will work with NCPC's leadership team to support their communication and integration of the Implementation Team into agency structures.
 - Attendance and participation in Evaluation team will continue.

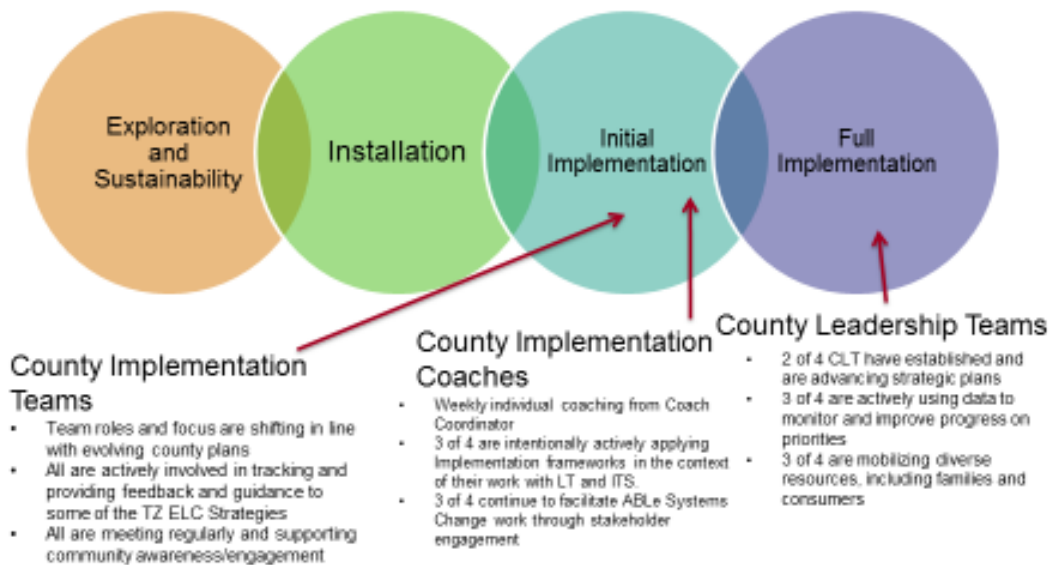


- NIRN will attend State Leadership Team meetings as invited/requested.
- County:
 - NIRN will continue to work with NCPC to explore the potential for a cross county meeting for Fall 2016.
 - NIRN will continue to coordinate TA with NCPC to ensure efforts are aligned and useful for county partners.
 - NIRN's county technical assistance will focus on:
 - Building County Leadership and Implementation Teams' capacity to use data as a part of feedback loops within the county and with state partners.
 - Tailored TA for coaches based on identified priorities, including building implementation capacity of county implementation staff and supporting coach planning for and delivery of direct implementation support in the county.

Implementation Spring 2016



Implementation Continues (Spring 2016)



Activity 1.3: Evaluation

Description: This Activity provides a comprehensive evaluation of the Transformation Zone (TZ) Activities.

Key Accomplishments:

- Held regular staff meetings to discuss project activities.
- Facilitated Evaluation work group meetings on 4/21/16, 5/19/16, and 6/16/16.
- Drafted, finalized and distributed final newsletter of findings from meetings attended 1/1/16-2/29/16 to county coaches, funders, conveners, purveyors, local service providers, Evaluation Work Group, Pennie Foster-Fishman, and posted to the AI Hub and RTT-ELC website.
- Presented on literacy strategy implementation at the 2016 Smart Start conference.
- Completed interviews with five coaches, analyzed data and drafted summary.
- Completed focus groups with implementation teams in April and analyzed data. Drafted summary of identified themes from focus groups with leadership and implementation teams.
- Attended TZ meetings: ELC planning, TZ coordination, and cross-county early literacy.
- Finalized draft of literacy report and emailed to TZ Evaluation Work Group for comments.
- Completed nine interviews of TZ state informants and began transcribing recordings and notes.
- Provided specific feedback to NCPC, NIRN, ABLLe and Grants Management about TZ findings.
- Reviewed ABLLe Change Network Dropbox, NIRN document files, NC-ELC TZ Sakai site, and other informational documents.
- Monitored TZ Evaluation email account and responded as needed.

Challenges:

- None to report.

Upcoming Tasks:

- Continue attending ELC planning and TZ coordination meetings as scheduled.
- Facilitate Evaluation Work Group meetings on 7/7/16, 8/8/16 and 9/21/16.
- Finalize report of literacy strategy case study and send to Grants Management.
- Write report about county focus groups and coaches' interviews.
- Complete interviews with state informants, analyze data and write summary.
- Schedule and conduct interviews with purveyors, analyze data and write summary.
- Provide feedback to TZ Evaluation leadership and stakeholders on findings/ recommendations.
- Continue document review of ABL Dropbox, NIRN materials, and NC-ELC TZ Sakai site.
- Continue to monitor TZ Evaluation email account and respond as needed.

Activity 1.4: RTT-ELC Technical Assistance (TA) Reserve

Description: Utilize TA funds to support the successful implementation of NC's RTT-ELC work; TA activities will be determined by mutual agreement between NC and federal team.

Key Accomplishments:

- None to report this quarter

Challenges: None to report this quarter.

Upcoming Tasks:

- TBD

Project 18: Partnership Initiatives - The North Carolina Partnership for Children, Inc. (NCPC)

Description: This Project will support six strategies that will be implemented through the statewide network of local partnerships established by Smart Start.

Activity 18.1 Leaders Collaborative/Learning Community

Description: This Activity will engage local Smart Start partnerships to implement community-based initiatives that support the state ELC goals.

Key Accomplishments:

- Proposals were received for a contractor to co-design and facilitate three Leaders Collaborative Alumni System Leadership Retreats. A steering committee with members from all cohorts was formed to consult with the contractor on content and design of the retreats. Twenty-eight alumni have expressed interest in participating in the retreats, to be held in September, October and November 2016. The goal of the retreats is to use the thinking and assets of alumni leaders to identify cross-system priorities for the Smart Start network statewide. The retreats will focus on systems leadership to address disparities for young children and “move the needle” toward positive outcomes for each child as aligned with NCPC strategic plan.
- In addition, a number of Communities of Practice were active on the fabrikONE online community: ShapeNC collaborative, NCPC group on racial equity in early childhood and a Young Professionals group, which started after a gathering at the 2016 Smart Start National Conference.
- Six sessions have been completed of the NC Northeast Leaders Collaborative. This was sponsored by DPH through the Early Childhood Comprehensive Systems (ECCS) Grant in Edgecombe, Halifax, Hertford and Northampton counties.
- Two Leaders Collaborative sessions were presented at the National Smart Start Conference in May 2016 and two more are slated for the National BUILD Conference in July 2016.

Challenges: None to report this quarter.

Upcoming tasks:

- Leaders Collaborative and fabrikONE presentations will be conducted at the National BUILD Conference in July 2016.
- Continue to pursue services of a qualified contractor to co-design, prepare content, guide the work and facilitate three Leaders Collaborative Alumni System Leadership Retreats.

Activity 18.2: Transformation Zone Implementation Team

Description: This Activity will provide the local community-building and support needed to effectively implement high-quality programs and practices in the Transformation Zone.

Key Accomplishments:

- NCPC, NIRN, and ABLe made plans to prioritize consistent messaging around sustainability in the four counties and subsequent actions were made to support implementing the plan.
- Implementation of the technical assistance plans has been a primary focus this quarter. The progress has been made within those plans has created opportunities for rich discussions, which have contributed to concrete decisions being made in some of the counties.
 - **Communications-** Beaufort has made the most significant progress around communications technical assistance. Over the last three months, with the support of the Communications Director, the group moved from identifying target audiences and core messaging for those audiences to approving a messaging several components of a communications strategy timeline to then developing a media and marketing committee to support moving the timeline and plan to action. Chowan also has engaged in some initial planning that has included an internal audit within the teams that will become the foundation for next layer of communications work for the teams in August.
 - **NIRN-** The Bertie and Chowan leadership teams having an opportunity to engage in the completion of the Community Capacity Assessments (CCA) has created the space for the teams to highlight and celebrate their strengths as well as to further identify where they could prioritize and focus their efforts around the areas of leadership commitment, early childhood system alignment, and action planning. Attention to maintaining the current areas of strength while prioritizing efforts to work toward strengthening other efforts can contribute to increased capacity that supports sustainable practices around effective implementation. In Beaufort, the technical assistance supported the leadership team in making infrastructure decisions that further support their commitment to sustaining the work beyond the grant. In Hyde, the technical assistance has focused this quarter on continued support of the implementation science capacity of the coach, which contributed to capacity building within the leadership and implementation teams. With new membership, new opportunities have been provided for exposure to implementation science to some, while also providing opportunities to gauge and build on implementation capacity of seasoned team members.
 - **ABLe-** Bertie and Hyde have placed a significant amount of focus on the county visions that were developed during the September Retreats. Strategic planning writing teams were developed and began participating in biweekly county specific coaching sessions and three joint team webinars, all of which have supported the development of pathways for change, identify root causes for conditions, and planning for effective strategies that can adequately address systems conditions. Leadership from both teams have expressed extreme value this ABLe technical assistance process is to assisting them in adequately assessing the needs the community, the gaps in the system, and the most effective way to plan to close those gaps and meet those needs. Worth noting is that an increased level of

time commitment for team members has been needed and given to ensure this work moves forward

- Sustainability conversations within the counties have increased this quarter, with some concrete actions in all counties to demonstrate a keen interest in sustaining the efforts.
 - Beaufort- As mentioned in the above section, the team has taken much action to make decisions around infrastructure. One was their decision to operate as a separate entity; coalition with a 501(c) (3). The process of applying for the 501 (c) (3) has begun. In addition, the team placed urgency on prioritizing the development of the messaging plan to bring greater awareness to various audiences in the county around the work.
 - Bertie- Much time and effort was devoted to developing a proposal to county commissioners in support of sustaining and expanding components of the work. The plan was developed, presented, and subsequently accepted. Funding was awarded, which includes a salary for the coordinator position.
 - Chowan- The leadership team developed a fund development committee that was birthed out of discussion around what the team deemed essential to sustain. The team is committed to researching funding sources that could potentially sustain implementation coach, early literacy coordinator, and child care health consultants; emphasizing that the coach role is a key to supporting the infrastructure that has been developed. In addition, the teams have placed greater focus on data and using the data to drive decisions. The team also launched a Facebook page and developed a logo.
 - Hyde- As mentioned in the above section, capacity building has been a key focus this quarter for Hyde. Also, the leadership team made request of the implementation team in support their sustainability discussions.
- Problem solving and planning around TZ strategies implementation has continued to be a focus for the teams. Beaufort and Bertie both hosted B.A.B.Y. Showers that allowed for program advocacy and recruitment, while providing an opportunity for cross-sector collaboration across agencies. Additionally, there was collaboration across strategies (Bertie-Early Literacy, Family Connects, and Triple P) and (Beaufort-Early Literacy and Family Connects).
- Communications: The NCPC Communications Team has begun implementing the TA plans for all counties. Beaufort County has already begun the process of implementing a full communications plan and has received approval from the county to create a macro-site on the county's website for the work of BC 360. Message development meetings are scheduled with leadership teams in Bertie and Chowan Counties, and a communications audit is underway for Chowan. Hyde County will begin the process of communications planning around their strategic plan in September.

Challenges: None to report this quarter.

Upcoming Task:

- Continue to implement various components of the technical assistance plans.
- Support sustainability planning in preparation for the strategic plan deliverable.
- Develop core messaging portfolios for Bertie and Beaufort.
- Develop public awareness campaign for Chowan.

Activity 18.3: Transformation Zone Early Literacy

Description: This Activity will provide strategies (including Motherread and Reach Out and Read) to improve early literacy in the Transformation Zone.

Key Accomplishments:

- Each TZ County is actively implementing ROR and Story Exploring.
- Chowan, Bertie, and Beaufort are actively implementing Motherread/Fatheread.

- Beaufort and Chowan have held at least 1 B.A.B.Y. class. Bertie is anticipating holding their first B.A.B.Y. class in July.
- Bertie has recently had an early literacy coordinator staff change. A newly hired Literacy Coordinator is their fourth coordinator since the grant has begun. NCPC held an on-site technical assistance visit on June 16, 2016 to go over grant expectations, implementation requirements, and data. A follow-up technical assistance visit is scheduled for June 30, 2016. These visits have included NCPC, the new Bertie Literacy Coordinator, and TZ Implementation Coach.
- On-going support from the literacy purveyors, NCPC, and NIRN were provided to counties throughout the community planning process. This support has continued during the installation and initial implementation work. In addition, there are regular opportunities for cross-county support and learning through monthly conference calls and quarterly meetings.
- In response to counties' reported training needs, there will be a Story Exploring training offered in July in Beaufort County.
- Motherhead, Inc. is currently developing a reorientation approach for county teachers and community facilitators providing Story Exploring, BABY, and Motherhead/Fatheread.
- NCPC has continued to facilitate quarterly TZ Cross-County Early Literacy meetings with Literacy Coordinators, RTT Implementation Coaches, local partnership staff, purveyors, and contracted evaluator. The last meeting was held on May 24, 2016. In prep for the next meeting in August and continuing sustainability discussions, NCPC asked counties to think about four areas where they may have influence on sustainability efforts:
 - New partnership development
 - Sharing of program data – qualitative and quantitative.
 - Fundraising efforts
 - How you are building the capacity of your current implementers and partner agencies.
 - Thinking about integration opportunities with other local partnership and community programs or initiatives.
- NCPC is continuing to assess who may be a natural leader within the TZ to coordinate quarterly or bi-annual cross-county networking opportunities after the grant is done.
- The TZ Early Literacy evaluator has completed on-site interviews in Chowan and Hyde. Visits to Bertie and Beaufort will occur in June. These visits are to better understand successes and challenges of implementation.
- NCPC has talked with Motherhead and ROR Carolinas about doing an on-line webinar series providing the Smart Start network an introduction to each model, readiness considerations, and installation tools. The webinar series and tools would be archived on NCPC's FabrikONE e-learning site. NCPC would like to partner with our transformation zone counties to speak to their successes and learning as part of the learning series as well.

Challenges:

- All three counties are currently determining levels of early literacy programming sustainability beyond the RTT grant.
- Bertie has recently had an early literacy coordinator staff change. A newly hired Literacy Coordinator is their fourth coordinator since the grant has begun. NCPC held an on-site technical assistance visit on June 16, 2016 to go over grant expectations, implementation requirements, and data.
- Hyde's Story Exploring site at Ocracoke Child Care Center is still on hold. A previously trained Story Exploring teacher has been rehired at the center which is positive. The Hyde Early Literacy Coordinator will be working with the center director to also obtain training.

Upcoming Tasks:

- A new round of Motherhead curricula trainings will be held this summer.

Reform Area B: High-Quality, Accountable Programs

Project 4: Promoting Participation in Revised Tiered Quality Rating and Improvement System (TQRIS) - Division of Child Development and Early Education (DCDEE)

Description: *This Project has three main goals: revise the TQRIS, provide support to religious and public school ELDS that are currently exempt from TQRIS so that they can participate in TQRIS, and convene a Task Force to discuss the appropriateness and feasibility of licensing and regulating part-day Early Learning and Development (ELD) programs and family child care providers with fewer than three children.*

Activity 4.1: Revising TQRIS

Description: This Activity involves revising NC's Star Rated License, also known as the Tiered Quality Rating and Improvement System, to include a more rigorous set of standards and to better differentiate among the different star ratings.

Key Accomplishments:

- Revisions are not expected until after the completion of the TQRIS Validation Study (see Project 7)

Challenges:

- N/A

Upcoming Tasks:

- The TQRIS Validation Study report will be submitted to DCDEE by December 2016. The Validation Study will inform possible changes to strengthen NC's Star Rated License, including possibly raising standards related to environments, staff qualifications, and family engagement.

Activity 4.2: Professional Development Bonus Program

Description: This Activity will offer Incentives to ELD programs that implement certain policies and practices related to staff professional development.

Key Accomplishments: (CCRI)

- To date 300 applications have been received to review.

Challenges:

- None have been reported at this time.

Upcoming Tasks:

- Statewide promotional efforts for the PD Bonus Award activity and process applications.
- Distribute online survey to all participants and collect its results to measure the participants' satisfaction level with the administering of the PD Bonus Award Activity.

Activity 4.3: Support to Enter the TQRIS

Description: This Activity provides technical assistance and mini-grants to bring unlicensed public school and faith-based ELD programs into the TQRIS.

Key Accomplishments:

- This project is completed. The final report is posted on the page [“Support to Enter NC’s Star Rated License” on the RTT-ELC Website](#).

Challenges:

- None to report this quarter.

Activity 4.4: Task Force on Licensure

Description: DCDEE will work with all fourteen CCR&R Lead Agencies to identify a part-day preschool and a family/ friend/ neighbor care provider to interview about the licensing process.

Key Accomplishments:

- This project is completed and the report is posted on the [“Task Force on Licensure” page on the NC RTT-ELC website](#).

Project 5: New Program Quality Measurement Tool - Division of Child Development and Early Education (DCDEE)

Description: This project will create a new measurement tool that addresses important aspects of quality related to child outcomes and may be used in a TQRIS. NC will lead a consortium of states to develop and pilot-test the new quality assessment tool.

Activity 5.1: Program Quality Measure Development

Key Accomplishments:

- Conducted quality check for assessments conducted so far in terms of completeness of data.
- Completed 313 observational assessments this Quarter.
- Developed Scope of Work for ERM OARES to conduct data analyses.
- Collected survey responses from 16 participants and distributed gift cards.
- Started scheduling phone interviews.

Challenges:

- Scheduling interviews with classroom teachers.
- Receiving documents from programs.

Upcoming Tasks:

- Complete program observations.
- Continue scheduling interviews.
- Continue requesting documents from programs.
- Continue website development for data entry and storage.
- Continue work on scoring framework.

Project 6: Increase Access to High Quality Early Learning and Development Programs (ELDs) - Division of Child Development and Early Education (DCDEE)

***Description:** This Project includes four activities to increase child access to high quality early learning and development programs.*

Activity 6.1: Support for 3 or More Stars

Description: This Activity will support one and two star programs toward attaining a three star or higher rating.

Key Accomplishments:

- This project is completed. The final report is posted on the [“Support for Improving Star Rating” page of the NC RTT-ELC website.](#)

Activity 6.2: 4 -5 Star Infant Toddler Slots in the Transformation Zone

Description: This Activity will create more subsidized Infant/Toddler slots in 4 and 5 star programs in the Transformation Zone with support from an Infant-Toddler Specialist.

Key Accomplishments:

- The Project “Infant-Toddler Expansion in the Transformation Zone” is completed. The final report is posted on the [“High Quality \(4 – 5 Star\) Infant and Toddler Programs in the Transformation Zone” page on the NC RTT-ELC website.](#)
- 4 – 5 Star Infant Toddler CLASS Supports is continuing through December 2016. This activity will expand the capacity to utilize the CLASS assessment tool for both infants as well as for toddlers. Current contract funds will be used to support staff members to attend the CLASS Infant Observer Training and the CLASS Toddler Observer Training. Once certified as observers, staff will complete training to become affiliate trainers on both Infant and Toddler CLASS. Observer training will be offered statewide by the affiliate trainer through the CCR&R System in order to increase the number of certified CLASS observers.
 - 50 CCR&R/Smart Start TA specialists received the Infant CLASS Observer training this Quarter.
 - Registration opened for the Infant CLASS training in March. 95 applications were received for 51 slots.
 - 88% (22 of 25) of January Infant CLASS training participants passed their certification process.

Challenges:

- Due to high interest, we have 44 people on the waitlist for the Infant CLASS trainings.

Upcoming Tasks:

- The participants from this Quarter’s trainings are in the testing period to become certified observers.
- Another Infant training will be held in August to train the remaining 6 slots.
- A Toddler CLASS training will be held in October to train an additional 17 participants.
- Registration for new cohorts is being developed and will begin in March.

Activity 6.3: Part Day Infant Toddler Program in Transformation Zone (NC Babies First or NCB1)

Description: This Activity will create a high-quality part day program for high need infants and toddlers in the Transformation Zone with support from an Infant-Toddler Specialist.

Key Accomplishments:

- Beaufort County: 38 attending at the end of May (all double slot); 3 receiving transportation; no open slots.

Challenges:

- Administrators are reluctant to schedule new commitments outside of their sites.

Upcoming Tasks:

- Provide TA support to current NCB1 sites.
- Continue ITERS-R mock assessments of classrooms to ensure ongoing quality of care.
- Review all ongoing developmental assessments and family engagement.
- Seek information for sites on any possible programs that could extend the work that they have done with NCB1.

Project 7: TQRIS Validation – Division of Child Development and Early Education (DCDEE)

Description: *TQRIS Validation will conduct studies to provide information about how best to revise the TQRIS so that the tiers meaningfully differentiate levels of quality in ELD programs that correspond to changes in children's progress.*

Activity 7.1: TQRIS Validation Study**Key Accomplishments**

- The FPG team participated in 5 DCDEE-Child Trends-FPG project meeting calls to discuss plans for upcoming project tasks and the status of recruitment throughout the Quarter.
- Of the 176 CCCs and 70 FCCHs that agreed to participate, 154 CCCs and 43 FCCHs remain.
- Classroom observations continued. 581 (256 CLASS and 325 ERS) observations were completed by May 31st.
- Director interviews and documentation review continued. 189 FPG interviews and 189 PAS/BAS interviews were completed by April 30th.

Challenges:

- Student attendance at FCCHs and be irregular which can pose a challenge to data collector s when scheduling assessments and observations.

Upcoming Tasks:

- Complete classroom observations.
- Complete director interviews.
- Complete Spring child assessments.

Project 12: Compensation and Retention – Division of Child Development and Early Education (DCDEE)

Description: *This Project will fund the WAGES® salary supplement in the 17 counties that were eligible to apply for Transformation Zone status, as well as expanded TEACH scholarships in those 17 counties and additional TEACH scholarships statewide.*

Activity 12.2.7 – Infant Toddler Specialist in the Transformation Zone**This Activity has been completed.**

- A qualified Infant-Toddler Program Specialist was hired and trained to develop and provide coursework for NC-FITC (Foundations of Infant and Toddler Care) Scholarship.

Project 16: Family Engagement – Department of Public Instruction (DPI)

Description: *This Project will assist the Head Start Collaboration Office in working with local Head Start programs to serve as regional hubs for coaching, mentoring, and technical assistance to other child care programs in their service area for the purpose of strengthening family engagement activities.*

Key Accomplishment: This Project has been completed. The final report is posted to the [“Family Engagement” page of the NC RTT-ELC Website](#).

Project 18: Partnership Initiatives – The North Carolina Partnership for Children, Inc. (NCPC)

Description: *This Project will support six strategies that will be implemented through the statewide network of local partnerships established by Smart Start.*

Activity 18.4: Faith Summits

Description: This Activity is designed to reach out to faith-based child care programs to raise awareness about the importance of early childhood and to learn about those associated with ELD programs to discuss and support their possible inclusion in the TQRIS system.

Key Accomplishments:

- This project is completed and the Final Evaluation Report is posted on the [“Faith Summit” page of the NC RTT-ELC website](#).
- Final analysis of the impact of the Faith Summit project was delivered during first quarter 2016. NCPC analyzed the data on GS-110’s from across the state. Ten centers that were unlicensed GS-110’s before the Faith Summits in October 2013 had become star rated facilities by December 2015. Eight of the ten sites achieved a 4- or 5-star rated license and two achieved a 3-star license. There is no way of knowing if these 10 programs were influenced solely by Faith Summits. Early care and education providers and others attended Faith Summits from across regional areas statewide.

Reform Area C: Promoting Early Learning and Development Outcomes for Children

Project 8: Enhanced Professional Development – Division of Child Development and Early Education (DCDEE)

Description: *This Project includes three strategies to enhance NC’s professional development.*

Activity 8.1: Choosing & Using an Appropriate Curriculum & Instructional Assessment

Description: This Activity will allow a CEU-bearing course on Choosing and Using an Appropriate Curriculum and Instructional Assessment.

Key Accomplishments:

This Activity has been completed.

- This activity concluded in December of 2012, and Child Care Resource & Referral Agencies are now providing the training to child care providers in each of the 14 regions of the state through activity 8.3.

Activity 8.3: Child Care Resource & Referral (CCR&R) Enhancement

Description: This Activity will support the Child Care Resource and Referral system to improve access to and the quality of professional development, coaching, mentoring, and technical assistance services through multiple strategies, including aligning efforts with the revised ELD standards, delivering new courses, and creating Communities of Practice to support quality improvement.

Key Accomplishments:

- *Cultural Competency .5 CEU* was offered 24 times for a total of 158 participants statewide.
- *NC Foundations for Early Learning and Development* was offered 43 times for a total of 376 participants statewide.
- *Choosing and Using Curriculum* was offered 16 times for a total of 25 participants statewide.
- *CLASS* Introductory and Observer Trainings were offered 13 times for a total of 75 participants statewide.

Challenges:

- None reported at this time.

Upcoming Tasks:

- Continue to offer courses.

Project 9: Early Learning and Development Standards – Division of Child Development and Early Education (DCDEE)

Description: This project assists with the revision of NC's Early Learning and Development Standards (ELDS), or "Foundations", and develops training and professional development for early childhood educators.

Activity 9.1: ELDS Foundations Revised

Description: This Activity will revise and roll-out (including training), new Early Learning and Development Standards.

This Activity has been completed. The new early learning and development standards, *NC Foundations for Early Learning and Development* is posted to the ["NC Foundations for Early Learning and Development" page on the NC RTT-ELC website.](#)

Key Accomplishments:

- Although this activity is completed, we printed and have continued distribution of an additional 50,000 copies of the document to meet the high demand.
- Work has begun to secure service to translate *Foundations* to Spanish.
- In addition, work continues to convert *Foundations* into eBook format to make it more easily accessible.

Activity 9.2: ELDS CEU and Professional Development

Description: This Activity will develop professional development materials and provide train-the-trainer sessions to support the early childhood workforce in its understanding and use of the revised ELD standards.

Key Accomplishments:

- This Activity is completed. The final report is posted to [the “Foundations Continuing Education Units and Professional Development”](#) page of the NC RTT-ELC website.

Activity 9.2.11: Develop an advanced level CEU online training module on revised ELDS with a focus on emotional/social development and family engagement.

Key Accomplishments:

- May 12, 2016 PD provider stakeholder review meeting held at Friday Center in Chapel Hill.
- June 10, 2016 cross-sector stakeholder review meeting held at Friday Institute, NCSU campus in Raleigh.
- Module 8 first draft production completed.
- Module 9 first draft production completed.
- Module 10 first draft production completed.
- Module 11 first draft production completed.
- Mental health stakeholder group consultants hired.
- Mental health stakeholder group completed review of Modules 1-4.
- Advisory council, PD providers, and licensure stakeholder groups review of modules 8-11 underway.
- Final set of revisions from all reviews incorporated into content and functioning for Module 1 and 2.
- Conversion of Module 1 into Adobe Captivate (in order to remedy stability and quiz problems) underway.
- Project director attended self-paced Adobe Captivate training for module conversion.
- Applications submitted for 2 conference presentations: NCAEYC and ASK.
- Acceptance received for conference presentation at NCAEYC.
- ECMH Mental Health Modules project contract submitted and approved.
- ECMH Mental Health Modules project consultants hired.
- ECMH Mental Health Modules project: 2 meetings held between PI, project director, and lead consultant.
- ECMH Mental Health Modules project: Module 1 underway.

Challenges:

- Mandatory 31-day employment break for project director.

Upcoming tasks:

- Finalize contract revision to include work to incorporate early childhood mental health competencies into the training modules.

Activity 9.2.12: Develop an online intermediate level CEU course on *Foundations*.

Key Accomplishments:

- Contract was executed and course development began by Community College faculty.

Challenges:

- None to report this quarter

Upcoming Tasks:

- Continue development of training modules.

Activity 8.7: Contract with a qualified constituent university to develop a blueprint for implementing a statewide system of evidence-based professional development for NC's early education and care workforce, in support of the CCDF State Plan.

Key Accomplishments:

- Gained necessary approvals to move forward with project.

Challenges:

- None to report this quarter.

Next steps:

- Execute the contract.

Project 15: K-3 Assessment – Department of Public Instruction (DPI)

Description: This Project will revise the NC K-3 Assessment to include all school readiness domains and provide information on children's skills when they enter kindergarten.

Activity 15.1: Develop/revise K-3 Assessment to include a Kindergarten Entry Assessment and extend through third grade.

Key Accomplishments:

- NC K-3 FAP Usability and Content Validity Study continues in 2016-2017 and includes 8 participating LEA's. Each LEA includes Kindergarten through Third grade teachers and elementary school principals as well as support staff.
- UNCC will conduct a Usability and Content Validity study in 2016-2017.
- Intense ongoing NC K-3 FAP Regional Implementation Team support to all LEA District Implementation Teams in preparation for the 2016-2017 school year.
- Maintain a requirements matrix to ensure all online platform enhancements, functionality, and fixes are tracked and monitored to ensure platform stability.
- Established ongoing weekly platform review working review sessions.
- Enhanced and completed revisions to Book Orientation, Print Awareness, and Object Counting.
- Began standard setting study discussion with UNCC.

Challenges:

- Capacity to provide technical assistance and PD for over 10,000 users.
- Strengthening and supporting the Implementation Science structure-State Implementation Teams, Regional Implementation Teams, District Implementation Teams, School Implementation Teams.
- Enhancements, fixes, and functionality of technology requires intense oversight.

- Technology Help Desk support requires ongoing monitoring and technical assistance from DPI staff.
- Current assessments within LEA's vary and the implementation of a new assessment process requires LEA commitment.
- Consistent and accurate field communications.
- Time to understand and implement at the school/classroom level.
- The NC K-3 FAP is an evolving process which generates regular change

Upcoming Tasks:

- On- going support to all implementation teams for KEA and Usability and Content Validity Districts
- Create webinars and support documents for implementation of process and platform.
- Assist the platform vendor with Help Desk transition to new team.
- Execute improvement and enhancements of the online platform as tracked in requirements matrix.

Activity 15.2: Using Data to Improve Classroom Instruction

Key Accomplishments:

- Amended the existing contract through 12-31-2016 to provide targeted support to Aulander elementary school in Bertie County and East End elementary school in Martin County.

Challenges: None to report this quarter.

Upcoming Tasks:

- Intense ongoing onsite technical assistance to enhance environments and classroom practices.
- Development of an Administrative walk-through tool to support principals understanding of early education classroom environments.
- Ongoing support of the implementation of formative assessment in the classroom.

(Repeated) Project 16: Family Engagement (see page 15).

Project 17: Family Strengthening – Division of Public Health (DPH)

Description: *This Project will provide Family Strengthening Initiatives in the Transformation Zone.*

Activity 17.1: Family Connects

Description: This Activity will provide home visiting, screening, referral, and other services in the Transformation Zone (TZ).

Key Accomplishments:

- Family Connects in TZ had their highest performance June 2016.

**Family Connects Northeast Region, North Carolina:
Monthly and Quarterly Activities Report**

Table 1. Quarterly Population Report / Scheduling Report – Overall and by County

Birth month 2016	Total eligible births by county residence (N)	Total eligible births scheduled for home visit (N)	Scheduled in hospital (N)	Scheduled by telephone/other * (N)
April	43	36	8	28
Beaufort	28	24	8	16
Bertie	7	6	-	6
Chowan	6	4	-	4
Hyde	2	2	-	2
May	62	50	14	36
Beaufort	40	35	14	21
Bertie	12	8	-	8
Chowan	8	5	-	5
Hyde	2	2	-	2
June	48	44	2	42
Beaufort	29	25	2	23
Bertie	12	12	-	12
Chowan	4	4	-	4
Hyde	3	3	-	3
Total for Quarter	153	130	24	106
Beaufort	97	84	24	60
Bertie	31	26	-	26
Chowan	18	13	-	13
Hyde	7	7	-	7

* Includes scheduling contacts that fall under “other”: website, self-referral by phone, etc.

Table 2. Quarterly Activities Report – Overall and by Month

Birth Month 2016	Total pre- IHV Home Visits Complete d (N)	Total IHVs Complete d (N)	Total post- IHV Home Visits Completed (N)	#IHVs with ≥ 1 Referra l (N)	Total # Referrals Made (N)
April	12	45	7	19	32
Beaufort	9	27	2	14	25
Bertie	3	10	4	2	4

Chowan	-	6	1	2	2
Hyde	-	2	-	1	1
May	10	35	10	25	55
Beaufort	9	24	6	18	47
Bertie	-	3	4	1	1
Chowan	1	6	-	4	5
Hyde	-	2	-	2	2
June	19	45	12	29	67
Beaufort	18	28	10	17	38
Bertie	-	14	-	10	19
Chowan	-	-	-	-	-
Hyde	1	3	2	2	10
Total for Quarter	41	125	29	75	159
Beaufort	36	79	18	51	114
Bertie	3	27	8	13	25
Chowan	1	12	1	6	7
Hyde	1	7	2	5	13

Table 3. Post-Visit Contacts – Quarterly Summary

Quarter	# PVC Cases Assigned in Quarter (N)	# Contacts Attempted	# PVC Interviews Completed (N)	# Referral Outcomes Assessed (N)	% Referrals Contacted	% Referrals with Services Received
2nd Qtr, 2016	162	170	51	161	89%	86%

*Table 4. Most Frequent Nurse Referrals to Services/Resources**

Beaufort	114
OBGYN	21
Pediatrician	14
Beaufort County Health Department	13
Social Services	11
Care Coordination 4 Children (CC4C)	9
WIC (Women, Infants & Children)	5
Beaufort/Hyde Partnership for Children	3
Coastal Pregnancy Center	3
Easter Seals UCP (CPP for Beaufort & Hyde Co.)	3
Maternal Expressions	3
Pregnancy Care Management	3

Specialist	3
Vidant Behavioral Health (Washington)	3
healthcare.gov	2
Quitline NC	2
Smart Start	2
Bertie	25
OBGYN	7
Specialist	3
Pediatrician	3
Albemarle Smart Start Partnership	2
Bertie County Department of Social Services	2
Choanoke Public Transportation Authority	2
Coastal Pregnancy Center	2
Social Services	1
Care Coordination 4 Children (CC4C)	1
Integrated Family Services - Mobile Crisis Team	1
Mobile crisis	1
Chowan	5
OBGYN	2
Specialist	1
Chowan County Department of Social Services	1
Economic Improvement Council, Inc.	1
Mental health services	1
Pediatrician	1
Hyde	13
Hyde County Department of Social Services	3
WIC (Women, Infants & Children)	3
OBGYN	2
Pediatrician	2
Hyde County Hotline	1
Integrated Family Services - Mobile Crisis Team	1
Maternal Expressions	1

Beaufort single referrals not listed.

Challenges:

- Two nurse home visitor positions are currently vacant. One position separation was due to performance issues. The second separation was an outside promotion for the home visitor. On a joint conference call it was decided that it was too close to the end of the grant to recruit, hire and train nurse home visitor replacements. Current home visitors, including the supervisor, will make as many initial home visits/assessments as possible, referring to other services in the counties. Kelly will let the local coaches know of the plan, Mitzi will notify local practitioners about the revised plan. A follow-up call will be scheduled if the status changes.

- We have no local agencies in TZ Family Connects that are interested in maintaining the program past December 31, 2016 in the Transformation Zone.

Upcoming Tasks:

- DPH and CCFH call to coordinate reporting and monitoring.
- Work the close-out process for the Family Connects grant project, ending December 31, 2016.

Activity 17.2: Positive Parenting Program (Triple P)

Description: The Triple P Program, an evidence based family strengthening program, is designed to meet the needs of families with many programs and options available to them. Triple P will be working with the Transformation Zone to develop programming.

Key Accomplishments:

- All 17 RTT-ELC Triple P counties have been transitioned to Title V funding effective June 1, 2016. See attached map and county clusters for lead and partner counties. Also, see attached Agreement Addenda for each of the lead sites.
- The Division of Public Health has hired a data specialist to assist sites with data collection and reporting.

Challenges:

- Establishing and maintaining local peer-to-peer support groups.
- Re-affirming the MOU's with agencies regarding peer-to-peer support groups, delivering Triple P, and submitting state data via the newly established lead counties.
- Setting up refresher seminars for trained providers who are hesitant to provide the service, or who are not engaged in peer-to-peer support networks.

Upcoming Tasks:

- Discussion with grant management team about potential supports for sustainability.

Project 18: Partnership Initiatives – The North Carolina Partnership for Children, Inc. (NCPC)

Description: This Project will support six strategies that will be implemented through the statewide network of local partnerships established by Smart Start.

Activity 18.5: Child Care Health Consultants (CCHC)

Description: Child Care Health Consultants support child care programs in promoting children's health and development. This Activity will strengthen statewide capacity by establishing a regional health consultant coaching model. It will also provide additional health consultants in the Transformation Zone counties.

Key Accomplishments:

- The pilot stage of the coaching model is complete. All current CCHCs have been trained in the model. For new CCHCs, the coaching model module is incorporated in the CCHC Training Course.

- On-going coaching supports are offered by the three Regional CCHC Coaches. The UNC-CH Child Care Health and Safety Resource Center is continuing a webinar series to discuss updates to their coaching materials/module.
- The NC Child Care Nurse Consultant also provides ongoing technical assistance to the CCHC network and works collaboratively with NCPC and the Regional Coaches.
- The Beaufort/Hyde Partnership for Children has expanded the caseload of their remaining CCHC to support RTT supported sites through the end of the grant.
- CCHCs in the Transformation Zone continue to provide Health and Safety coaching and consultation to selected child care providers. Child care providers are selected for service based on County Implementation Team recommendations, through collaboration with other technical assistance providers, or by requests from individual child care providers.
- State partners (NCPC, DCDEE, and DPH) continue to meet to discuss ways of sustaining community CCHC positions and the infrastructure supported through the RTT-ELC grant. These include local and state funding strategies.
- On June 21, 2016, the CCHC Hiring Agency Orientation Guide workgroup's feedback on the Essential Functions section of the CCHC Practice Model was discussed with the group charged to revise both the CCHC Model and CCHC Association's Scope of Practice.
- The CCHC Certification pilot ended in June with over 20 CCHC certified. NCPC has committed to continue to work with the CCHC Association and NC Institute for Child Development Professionals on the CCHC Certification sustainability and integration.
- The NC Child Care Health and Safety Resource Center continues to support the CCHC usage and scale up of the NC Health and Safety Assessment APP. The Health and Safety Assessment APP has the potential for our state to begin collecting local, regional, and state level aggregated data regarding the impact of CCHC services on child care facility's health and safety requirements. The APP is currently being enhanced to incorporate CCHC feedback on usability additions and needed reporting features.
- The final CCHC Evaluation is complete. NCPC and The NC Child Care Health and Safety Resource Center met with the evaluators in May to discuss results and recommendations.

Implementation & Impact of Coaching Findings:

- The process for training the CCHC workforce in the coaching module has created variability in Regional Coaches' and CCHCs' capacity to implement coaching.
- Resistance from ECE providers can interfere with establishing trust needed to forge a coaching relationship.
- Both CCHCs and ECE providers endorsed generally high satisfaction with the coaching they received from Regional Coaches and CCHCs, respectively.
- Since the launch of the coaching module, there has been relative stability in certain aspects of CCHC service delivery and child care quality. The number of programs and children served by Smart Start-funded CCHCs has been stable. ECE programs' sanitation scores also remained steady (with 91% Superior ratings for over 500 programs).
- Logistical factors and the addition of the coaching module may play a role in the decrease of on-site consultations. High caseloads, geographic spread, and the demands of time-intensive coaching may further reduce CCHCs' capacity to provide on-site services.
- During the years when the coaching module was being launched, ECE providers showed high levels of knowledge on topics such as sanitation, handwashing, medication administration, and toileting/diapering. About 82% of ECE providers scored 80% or

greater at pre-test, and 98% scored 80% or greater on at post-test following a CCHC didactic training on one of these topics.

Recommendations included:

- Opportunities for utilizing coaching may be found in preparations for sanitation visits and helping ECE providers better translate their knowledge into practice. Lists of sanitation demerits may offer concrete areas to address through coaching.
- Enhance CCHC's capacity to assess program readiness for various TA approaches.
- Leverage funding to enhance overall capacity of the workforce with the goal of reducing barriers to on-site visits.
- Increased, sustainable access to supports, to include regional coaches.

Challenges:

- Without the continued support for the CCHC Regional Coaches and local CCHC positions, it will be difficult for our state to support high quality, consistent CCHC services across the state. It will also be difficult to develop and support the new health and safety training CCDF requirements the state must meet.

Upcoming Tasks:

- Revise the CCHC Model and CCHC Association's Scope of Practice.
- Continue coaching supports offered by the three Regional CCHC Coaches.
- Continue the webinar series offered by the UNC-CH Child Care Health and Safety Resource Center to discuss updates to their coaching materials/module.
- Continue the NC Child Care Nurse Consultant's ongoing technical assistance to the CCHC network and collaborative work with NCPC and the Regional Coaches.

Activity 18.6: Assuring Better Child Development (ABCD)

Description: This activity will expand statewide the ABCD program through which young children are screened at pediatric visits.

Key Accomplishments:

- After December 2015, 12 CCNC regions have a lead Smart Start local partnership. The two lead Smart Start local partnerships that served the other 2 CCNC regions with RTT-ELC funding ended in December and the ABCD work has been absorbed into the CCNC region itself.
- Technical assistance to ABCD coordinators continues as needed. Coordinators make great use of the monthly TA phone calls, sharing successes, discussing challenges, and exchanging information.
- NCPC was asked to collaborate with UNC on a funding proposal "Roadmap for Integrated Care for Children/Youth with ASD/DD and Their Families in North Carolina" to HRSA. This work will dove-tail the RTT-ELC ABCD work over the past 3 years. NCPC provided guidance on the grant and a letter of support.
- ABCD Evaluator and program officer presented on RTT-ELC ABCD findings at the 2016 Smart Start Conference in May 2016.

- NCPC has secured and executed a contract with Beery Media, LLC to produce the videos for the ABCD Online Training series.
 - NCPC developed a structural plan and interview questions with Beery Media script writer.
 - NCPC and Beery Media filmed 8 interviews with key partners in the ABCD project.
 - NCPC and Beery Media reviewed interviews for sound bites.
 - NCPC And Beery Media secured B-Roll locations and On-Screen host.
- RTT-ELC ABCD evaluator has been working on the final evaluation report. NCPC just received data from Part C that will be included in the final evaluation report.
- In June 2016, the quarterly ABCD Quality Improvement (QI) meeting and the ABCD State Advisory Committee meetings took place.
 - The QI meeting was well attended in Greensboro, NC. Dr. Marian Earls, Director of Pediatric Programs with CCNC, provided updates on the AAP recommendations to screen for social determinants of Health, Help Me Grow, Reach Out and Read, Practice Transformation Network grant collaboration, and the Technical Assistance to Arkansas ABCD program.
 - Data analyst for CCNC presented on the updated Medicaid claim data for screening rates. The data shows we have moved from a 70% developmental screening rate in 2013 to a 92% developmental screening rate by 2016 across the CCNC medical practices.
 - Lastly, we ended the QI meeting with an overview of the ASQ-SE 2 that Dr. Marian Earls led.
 - The Advisory Committee meeting was well attended in Raleigh, NC with a variety of stakeholders represented. Updates were provided from Dr. Earls, NCPC, and Part C. The committee took time to complete the developmental screening landscape grid to understand what programs are completing screening and the regulations around that screening. The group will use this document in future conversations on system alignment. The group also took time to discuss the energy around models like Help Me Grow and Healthy Steps. A sub-committee will pursue exploratory phone calls with each program to assess the model and its alignment with North Carolina.

Challenges:

- Coordination of ABCD projects in multiple stages of grant funding continues to present some challenges in consistency of service delivery.
- Another challenge and opportunity that has come up within the ABCD program is the coordination of developmental screening in a broader sense and the Advisory Group is working to improve this.

Upcoming Tasks:

- Work with contract videographer and video production Services Company for the online training series, continue to review and edit interviews, and film all B-Roll and On-Screen host in July.
- Begin working with the instructional design specialists in August to develop the online training course.
- Complete Final Evaluation Report by ABCD Evaluator.

Reform Area D: A Great Early Childhood Education Workforce

Project 3: Professional Development Capacity Building

Description: *This Project will improve the performance of Early Childhood caretakers and educators by improving access to training. The Project will also coordinate the creation of the NC Council on Early Childhood Professional Development with a goal of improving the coordination and alignment of professional development.*

Activity 3.1: NC Early Childhood Professional Development Support

Description: Through this Activity, specific professional development needs in the state will be identified and supported.

Key Accomplishments:

- This Activity is completed. NC Early Childhood Professional Development Support funding is being used to support the On-Line Master's Degree Program.

Activity 3.2: On-Line Master's Degree Program

Description: This Activity will create a new online Master's Degree in Early Childhood Program Leadership and Management through NC's higher education system to offer a next step on our professional development pathway for early childhood educators.

Key Accomplishments:

- A total of 26 students graduated from the program from both universities.
- A total of 46 new students enrolled for fall 2016 semester at both universities.
- UNCG students from cohort I (N=21) and cohort II (N=22) took classes during the spring 2016 semester. Course evaluation data from Spring 2016 for nine courses enrolling the Leadership and Program Administration (LPA) students (of which five were funded by this grant: SES 603, three sections of SES 604, and HDF 602) showed high levels of satisfaction and learning across these classes. Based on a 5-point rating scale, the students who completed the evaluation rated these nine classes on average a 4.18 (across 14 items). For the five courses funded by this grant, the average evaluation rating was 4.44. These averages exceed the projected outcomes from the project proposal.
- A total of 20 LPA students graduated from UNCG in May or will graduate in August from cohort I.
- All UNCG students in cohort I completed their leadership internship projects during the spring or summer of 2016. Four sections of SES 604 (Final Internship) were provided during the spring semester to accommodate all the LPA students.

- UNCG students completed strong internships projects that impacted their communities. Examples of projects included:
 - Three students who developed activities for Worthy Wage Day in their local communities.
 - One student who developed a learning community for other directors in her local area.
 - Two students who improved outdoor learning environments for young children and their families.
 - One student organized other family child care providers in her local community to support their implementation of developmentally appropriate practice.
- UNCG students from cohort I wrote, submitted, and passed their written and oral professional portfolio process. Two faculty members and one practicing professional participated in the final defenses for each student.
- Both the Department of Human Development and Family Studies and the Department of Specialized Education Services agreed to move forward with making the Leadership and Program Administration a formal concentration within the Masters of Education program. Formal paperwork to add this concentration was approved by the UNCG Curriculum Committees in the spring.
- New applicants LPA who passed the initial screening by the committee were interviewed and the writing sample was completed in April. A total of 17 students will be part of the fall cohort of LPA MEd students. Although these students will not be funded by the grant, this illustrates the demand for and the sustainability of this master's degree program.
- During the quarter April 1-June 30, 2016 UNCW, admitted 29 students for the Fall 2016 semester. Six students graduated May 6, 2016. Students began classes in Fall 2014 with a graduation date of Summer 2016 as a goal. Several students on schedule to graduate in August. A final list will be submitted in the third quarter report.
- Four students in the UNCW program will be traveling to Belize, Central America to offer professional development to preschool and early primary teachers in San Pedro Town. They will also participate in a Kindergarten Readiness Camp that will be offered for two weeks, July 25-August 5.
- Interest in the program is steady. Although the TEACH scholarships will not be available at the same level after December 2016, early childhood professionals are still eager to begin their graduate work.

Challenges:

- At UNCG, Cohort I students struggled with completing their internship project, portfolio requirements, and the assessment course. This was a lot of work for students who were also employed full time. We adjusted the curriculum to allow students to take the assessment class earlier in their program of study. This change will go into effect for the fall 2016 students.

Upcoming Tasks:

- UNCG
 - Provide advising and orientation for the new LPA MEd students starting this fall.
 - Meet with cohort II students to begin planning their final internship and review portfolio guidelines.

- UNCW
- Complete a formal program evaluation with an outside evaluator by December 2016.
- Continue to work on the website.
- Continue to develop elective courses.
- Hold final portfolio defenses in April and provide feedback on essays that need to be rewritten. Students have one opportunity to revise any essays that are not considered ‘met’ on the essay criteria.
- Complete application review process for the fall M.Ed. cohort.
- Collect evaluation data from Spring 2016 semester.

Project 6: Increase Access to High Quality Early Learning and Development Programs (ELDs) - Division of Child Development and Early Education (DCDEE)

Description: *This Project includes four activities to increase child access to high quality early learning and development programs.*

Activity 6.4: Workforce Study

Description: This Activity will conduct an annual workforce study of early childhood educators’ education, compensation, and retention levels to better identify the strategies needed to improve child access to high quality ELD programs.

Key Accomplishments:

- This project is completed. Workforce studies from 2012 – 2015 are posted to the [“Workforce Study” page of the NC RTT-ELC website.](#)

Project 8: Enhanced Professional Development – Division of Child Development and Early Education (DCDEE)

Description: *This Project includes three strategies to enhance NC’s professional development.*

Activity 8.2: Course on Mentoring and Technical Assistance

Description: This Activity will allow a Coaching, Mentoring, and Technical Assistance Course to be developed for those providing such services to ELD programs and staff.

Key Accomplishments:

- This project is completed. The final report is posted on the [“Course on Mentoring and Technical Assistance” page of the NC RTT-ELC website.](#)

(Repeated) Activity 8.3: Child Care Resource & Referral (CCR&R) Enhancement (see pages 16)

Activity 8.4: Healthy, Social Behavior (HSB) Specialist in Transformation Zone

Description: This Activity will provide a Healthy Social Behavior Specialist who will provide technical assistance and training to ELD programs in the Transformation Zone (TZ) to improve program capacity

to support the healthy social/emotional development of the children in their care, using the teaching pyramid framework and strategies.

Key Accomplishments:

- This project is completed. The Final Report is posted on the [“Healthy Social Behavior Specialist in the Transformation Zone”](#) page of the NC RTT-ELC website.

Activity 8.6: Pyramid Model Institute

Description: This activity will design and implement a four-day, multi-track training institute on the Center for Social Emotional Foundations for Early Learning’s (CSEFEL’s) Pyramid Model for early childcare professionals. The institute will improve participants’ knowledge of social-emotional competencies in young children and of the Pyramid Model framework of classroom strategies to support pro-social development and address and/or prevent challenging behaviors.

Key Accomplishments:

- Finalized institute Tracks, marketing and registration materials.
- Developed materials/systems for registering applicants and notifying them about Institute details and lodging options.
- Distributed marketing and registration materials for all three Tracks.
- Met with EESLPD staff regarding 4th day agenda.
- Met with Education Specialist regarding progress toward creation of Train-the-Trainer module and revised participant handouts for all modules.

Challenges:

- None to report at this time.

Upcoming Tasks:

- Continue to monitor applications and registration until Tracks fill.
- Meet with venue about meeting room and catering needs.
- Distribute materials for facilitation props to HSB team.
- Order and print training materials.
- Facilitate Institute and TPOT Reliability training.
- Pay stipends to designated participants and reimburse Institute participants as appropriate for travel and subsistence.
- Draft and submit Final Report to DCDEE on project outputs and outcomes.

Activity 8.7: Blueprint for Professional Development.

Description: Contract with a qualified constituent university to develop a blueprint for implementing a statewide system of evidence-based professional development for NC’s early education and care workforce, in support of the CCDF State Plan.

Key Accomplishments:

- Gained necessary approvals to move forward with project.

Challenges:

- None to report this quarter.

Next steps:

- Execute contract.

Project 10: Certification and Licensure – Division of Child Development and Early Education (DCDEE)

Description: *Certification and Licensure provides coaching and support to teachers working with children with high needs in non-public school, non-NC Pre-K classrooms who are working to earn the full B-K teacher licensure; develops a Technical Assistance Endorsement for professionals who provide technical assistance, coaching, and mentoring to early childhood teachers; and provides support for Early Educator Certification at a reduced cost for the early care and education workforce.*

Activity 10.1: Support for BK Teacher Licensure

Description: This Activity will provide coaching and support to teachers working with children with high needs in non-public school, non-NC Pre-K classrooms who are working to earn the full B-K teacher licensure (SP2).

Key Accomplishments:

- A total of 119 teachers, identified as RTT-BK Project teachers, have a mentor and/or evaluator assigned based on licensure type.
- Teachers, mentors, and Evaluators enter all data in the North Carolina HomeBase – True North Logic – online evaluation system, used for all teachers by the NC Department of Public Instructions to document the teacher evaluation process.
- A survey was disseminated to partners in Developmental Day Programs who have served teachers identified as RTT-BK Project teachers. A total of 103 teachers will need to be considered for future services as they are required to hold the NC Pre-K License. Data will be analyzed to determine the need for targeted partner recruitment, training and support needs.

Challenges:

- Partner Evaluators have left their positions which challenges staff resources to ensure that assigned teachers can continue to receive service for the remainder of the school year.

Upcoming Tasks:

- Analyze data from survey to partners in Developmental Day Programs to determine the continuation of services for their Preschool teachers who are required to hold a NC Teaching License.
- Finalize and release PD Module for new teachers and their Site Administrators.

Activity 10.2: Develop and Offer Technical Assistance (TA) Endorsement

Description: This Activity will allow a Technical Assistance Endorsement to be developed for professionals who provide technical assistance, coaching, and mentoring to early childhood teachers.

Key Accomplishments:

- This Activity is completed. The final report will be posted to the “Develop and Offer Technical Assistance Endorsement” page of the NC RTT-ELC website.

Activity 10.3: Offer Early Educator Certification at reduced cost

Description: This Activity will provide reduced fees for Certification to encourage full participation in the system.

Key Accomplishments:

- This project is completed. The final report is posted on the [“Offer Early Educator Certification at Reduced Cost” page on the NC RTT-ELC website.](#)

Project 11: Access and Accreditation – Division of Child Development and Early Education (DCDEE)

Description: *This Project will work with community colleges to establish Early Childhood Associate Degree Programs accredited by the National Association for the Education of Young Children (NAEYC). It also creates an innovation fund to increase access and student success.*

Activity 11.1: NAEYC Accreditation of Community College Early Childhood Programs

Description: This Activity will provide grants to assist community colleges to achieve the National Association for the Education of Young Children’s Early Childhood Associate Degree accreditation.

Key Accomplishments:

- This Activity is completed. The final report is posted to the [“Community College Initiatives” page of the NC RTT-ELC website.](#)

Activity 11.2: Community College Innovation Fund

Description: This Activity provides a fund that will support innovative strategies that expand access and improve student success in early childhood associate degree programs.

Key Accomplishments:

- This Activity is completed. The final report is posted to the [“Community College Initiatives” page of the NC RTT-ELC website.](#)

Project 12: Compensation and Retention – Division of Child Development and Early Education (DCDEE)

Description: *This Project will fund the WAGE\$ ® salary supplement in the 17 counties that were eligible to apply for Transformation Zone status, as well as expanded TEACH scholarships in those 17 counties and additional TEACH scholarships statewide.*

Activity 12.1 WAGE\$ in the Transformation Zone

Description: This Activity allows WAGE\$ supplements to be offered in the Transformation Zone. WAGE\$ is an education based salary supplement designed to incentivize and reward teacher education and retention.

Key Accomplishments:

- 87 participants did or will receive RTT-ELC funds for completing commitment periods during the reporting period (January-May).
- WAGE\$ emailed participants at temporary levels to remind them of their temporary status and to encourage education pursuits prior to the deadlines.
- Participants close to obtaining their two or four year degrees were contacted to remind them to submit coursework in order to be evaluated at the highest level possible.
- WAGE\$ completed a spending projection in May, which indicated that WAGE\$ may now be able to pay a small number of new applicants.

Challenges:

- Detailed policies are necessary to facilitate the integration of Smart Start and RTT-ELC funds in two of the eligible counties and ensure that supplementation does not occur.
- Due to the combined funding sources, more oversight is needed for RTT-ELC WAGE\$ than anticipated.

Upcoming Tasks:

- Process applications.
- Process increases in education.
- Complete employment confirmations.
- Issue payments.
- Remind participants of funding end date.
- Close out RTT-ELC funding and move those in hybrid counties back to Smart Start as appropriate.

Activity 12.2 T.E.A.C.H. Scholarships

Description: This Activity will provide enhanced T.E.A.C.H.® Scholarships in the 17 Transformation Zone-eligible counties, as well as new scholarships for other members of the early childhood workforce (e.g., home visitors, TA/PD providers, coaches, etc.) across the state, and a new Infant Toddler program of study and related scholarship (NCFITC) for teachers working with children birth to 36 months of age.

Key Accomplishments:

- UNC-Greensboro
 - 50 scholarships awarded to date.
 - 23 participants are enrolled for Summer 2016.
 - 13 recipients graduated May 6th.
 - 18 bonuses requested for contract completion.
- UNC-Wilmington
 - 120 scholarships awarded to date.
 - 85 participants are enrolled for Summer 2016.
 - 7 recipients graduated May 6th.
 - 3 bonuses requested for contract completion.

Challenges:

- None have been reported at this time.

Upcoming Tasks:

- Request bonuses for recipients that completed contracts in Spring 2016.
- Authorize Fall 2016 courses.

Activity 12.2.24: NC Higher Education Articulation Project

Description: Provide technical assistance, training and resources to selected two and four year institutes of higher education to support articulation of early childhood education coursework and degrees.

Key Accomplishments:

- This Activity is completed. The final report is posted to [“T.E.A.C.H. Early Childhood @ Scholarships” page of the NC RTT-ELC website.](#)

Project 13: Cultural Competence – Division of Child Development and Early Education (DCDEE)

Description: This Project will work with 100 early care and education teachers/directors and 75 TA providers to develop curriculum (.5 CEU course), training, coaching and assessment tools through an intentional learning process called the Breakthrough Series Collaborative. The goal is to increase the cultural competence of the early childhood workforce who are directly participating in the learning communities, and to extend this learning to the larger ECE workforce through the .5 CEU course that will be delivered through the Child Care Resource and Referral system starting in 2015.

Activity 13.1: Cultural Competence Support**Key Accomplishments:**

- Project is completed. The final report is posted to the [“Cultural Competence” page of the NC RTT-ELC website.](#)

Project 14: ECDL (Early Childhood Director Leadership) – Division of Child Development and Early Education (DCDEE)

Description: This Project will develop intensive training for child care administrators to improve their leadership and program management skills.

Activity 14.1: Early Childhood Director Leadership Institute (ECDLI)**Key Accomplishments:**

- The Early Childhood Director Leadership Institute (ECDLI) has held all Institutes statewide. The final report for these Institutes is posted to [the “Early Childhood Director Leadership Institute” page of the NC RTT-ELC website.](#)
- Work will continue through December 2016 to adapt the ECDLI training to be able to offer it online, making it more accessible statewide.
 - Alternative training options were identified with McCormick Institute at National Louis University.
 - Contracted with Susan Catapano at UNC-W for the creation of the three .5 CEUs on Administration and Leadership.

Challenges:

- The initial dates and training topics intended for CCR&R TA/PD staff around the Program Administration Scale were not available due to an unexpected scheduling conflict with the

McCormick Institute at National Louis University. Therefore, revisions to the project had to be made.

Upcoming Tasks:

- Contract with McCormick Institute.
- Secure space for training with McCormick Institute.
- Review and finalize the three .5 CEUs on Administration
- Plan pilot and Train the Trainer events for the three .5 CEUS being developed.
- Create and distribute applications to CCR&R agencies for both the training being conducted by the McCormick Institute, and the train the trainer sessions for the .5 CEUs.

Reform Area E: Measuring Outcomes and Progress

Project 2: Data Systems and Management

Description: These projects aim to establish state data systems capable of collecting and integrating high quality data from multiple state agency partners serving children 0-5. The NC ECIDS will focus on the design, development, and implementation of an early childhood data system capable of integrating early childhood data from state agencies serving young children and will link to and align with the longitudinal P-20W (Pre-K to age 20/ workforce) system.

Activity 2.1: NC Early Childhood Integrated Data System (NC ECIDS).

Description: This Activity is focused on developing and implementing an early childhood data system (NC ECIDS).

Key Accomplishments:

- The Executive Committee and the Program Management Committee of the Governance Council continues to meet on a bimonthly schedule.
- The first four standard reports that have been reviewed and signed off by the Program Management and Executive Committees.
- Continue to work on and improve the web portal, our new vendor, Asponte, created a significant revision of the web portal based on research and best practice for web portals. The project has gone through several revisions of the web portal in an effort to make it as user friendly and accessible to all stakeholders as possible. This new version is more mobile friendly and focused. Asponte along with the Department of Information Technology (DIT) staff are now working on the portal and procedures for the Data Request Process to be used by researchers and participating agencies to make individual data requests.
- The Department of Information Technology (DIT) developers worked on the “back end” aspects of building out the home page, Reports Page, Query Options are available. Data Request workflows and pages will begin in the next quarter.

- DIT continues to hold regular meetings with the technology representatives from the participating programs and agencies to discuss the architecture of the system and the next steps in moving forward in terms of roles and responsibilities.
- Staff have continued to work with eScholar and the NC Department of Public Instruction to work through challenges to accessing eScholar. In this quarter, we were finally able to start assigning unique identifiers for some of the historical data. Currently, the 2014-15 and 2013-14 fiscal year data for NC ECIDS programs have been uploaded and assigned unique identifiers (UIDs) for the children where there was an identified match or new assignment of new UIDs.
 - For near matches with UIDs where there requires addition human intervention to resolve if a new UID is needed or not, NC ECIDS hired 8 full- and part-time positions for near-match resolution of UIDs. Six temporary positions remain and will continue to work until the most recent UID uploads have been resolved. A smaller number will continue after that to work on data going forward.
 - Additionally, after the near match resolution team has resolved as many matches as possible, the next step is to send any remaining unresolved matches to the programs themselves for further investigation. At the time of this report, there are approximately 4,000 near matches still to resolve for the 2014-2015 and 2013-2014 state fiscal years.
- The purchase order for work to begin with ChildPlus, the vendor for 52/56 NC Head Start grantees was finally completed and sent out. This process has taken over 7 months to complete due to extreme delays in the state procurement offices, which caused a major delay in the work being able to get started. Assuming ChildPlus can still produce the deliverables in the now shortened timeline, this will give NC ECIDS Head Start and Early Head Start data for the 2015-2016 school year.

Challenges:

- Access to eScholar and the UID assignment process has been a major barrier. It has created major delays in our timelines. This is due to a lack of governance and defined oversight and process being defined by DPI as the owners of this platform. Therefore, NC ECIDS only has access to eScholar currently during “down times” or maintenance windows for the public schools. That means, for the moment, that we will have access over the July 4th weekend (which is two months from when we were last able to access the system). We don’t know what it means for the future, as they are not all scheduled in advance, so it could mean waiting another couple of months before being able to upload more data.
- Work on alignment with P-20W is on hold, as we are focused on getting our data into and processed by eScholar, the near match resolution completed, and data available to develop standard reports. It has also been placed on hold because the P-20W staff is working on building their own system and had requested that we hold off until they were in a better place to begin discussing alignment with NC ECIDS again. Compatibility of these systems will need to be addressed at a later time.
- Our Participating Programs must assign staff to complete the near-match resolution for those cases too difficult for our temporary staff to complete. Programs have additional data base(s) to look at. However, a couple of programs are very slow to complete this task. We cannot move forward with developing our Standard Reports until they do so, and have offered additional

resources and staff to assist with this. However, because some of these data are sensitive, most of the programs would prefer to do it themselves, even though this is taking a longer time.

Upcoming Tasks:

- Continue to hold Executive and Program Management Committee meetings to be able to make policy decisions about the system and approve key documents.
- Continue to work with P20W to ensure that our systems can be aligned once they are built.
- Schedule the uploading of data to assign UIDs for the day forward matching, Head Start data, and hopefully vital records data. These uploads are completely dependent on DPI being able to fit us into their schedules and having enough time before the grant ends to do these tasks.
- Consider the development of a Child Services/Advocates Stakeholders group to provide input to possible program and policy questions, feedback on the web portal and standard and query reports, and other relevant aspects of the NC ECIDS system.
- Work on communications and messaging for NC ECIDS to coincide with the first release. We likely will want only “soft release,” with messages tailored to specific audiences who might have an interest in NC ECIDS. This is anticipated to occur around September 2016 for the first release.
- Continue to work with source system data warehouse personnel on technology needed to connect the warehouses to the NC ECIDS application.
- Start work on connecting NC ECIDS with the Regulatory data system (licensing of child care, etc.) and the Early Childhood Workforce Data System – another Early Learning Challenge Grant project. We likely will do so using the child care facility ID, and selecting data elements from each system to be included in NC ECIDS.
- Continued work on the web portal, specifically the Release 2.0 which is the data request process. At this point, depending on the time remaining for the project, it is anticipated that most of this can be accomplished. However, because of the significant delays in getting UIDs assigned, and working with the data source warehouses, this work will not be able to be completed for the data request process as originally intended given the current end of the grant on December 31, 2016. An extension for this project would allow more of this work to be completed.

Activity 2.2: Smart Start Data Project

Description: This Activity will enable North Carolina Partnership for Children (NCPC) to provide resources necessary for the 76 local Smart Start partnerships to collect and provide data to a unified system that will ultimately link to ECIDS.

Key Accomplishments:

- Smart Start Outcomes and Data Reporting System
 - Smart Start Local Partnerships have been successful inputting quarterly outputs and semi-annual outcomes data to the system.
 - Enhancements and resolutions to issues with the data collection, outputs and outcomes reports have been ongoing with NCPC’s IT team. NCPC developed a communications worksheet to share and track systems issues and updates.
 - NCPC staff have been calling each of the 75 local partnerships to discuss their data collection efforts. These calls have been providing valuable feedback on the online data system. The team has been asking questions and providing technical assistance during

the calls to help guide the appropriate selection of outcomes and measures as well as to increase efforts to ensure the quality of the data local partnerships are collecting.

- The online data reporting system has been updated to reflect changes in outputs and outcomes for state fiscal year 2016-2017.
- The Smart Start Outcomes Measurements Tools Resource Guide has been updated. Changes to measures have been ongoing and are informed by changes in best practices and conversations with field experts. The updated guide is available through the online data reporting system. A webinar detailing these changes, will be recorded in early July.
- Supportive, written guidance, in addition to Outcomes Measurements Tools Resource Guide for has been updated for measurement calculation, using measures, and accessing purveyor support.
- ECIDS Data Governance
 - A protocol to govern sharing family support and Parents as Teacher's data with ECIDS is in development in collaboration with the ECIDS team, National Parents (PAT) as Teachers office, and Compass Evaluation and Research, Inc. who is finalizing the parental consent and authorization form.
 - An authorization form for family-support data-sharing to ECIDS has been drafted.
- Data Capacity Building
 - Five webinars, with 26 chapters have been developed by two consultant firms for the data capacity course for E-learning. Twenty-four of these are recorded and in post-production. Tools to accompany the chapters have been created and continue to be developed.
 - Invoices for data capacity mini grants, Round 2 are being finalized including analysis of any remaining project tasks and funds. Round 3 mini grant invoices continue to be processed with frequent liaising between Smart Start local partnerships and NCPC fiscal.

Challenges: None to report this quarter.

Upcoming Tasks:

- Webinars for E-learning data capacity course launched.
- Roll-out of authorization form and data sharing protocol to ECIDS.
- Technical assistance to partnerships for outcomes and measurement is ongoing.
- Per-child care provider data collection module finalized.
- The ECIDS team will assist the PAT MOU/MOA development.
- A Data Advisory Group meeting(s).

Activity 2.3: Workforce Data Project (Workforce Online Reporting and Knowledge System - WORKS)

Description: This Activity will establish an improved early childhood workforce data system, the Workforce Online Reporting and Knowledge system, or WORKS, that will replace the current system, and, in addition, link to the NC ECIDS.

Key Accomplishments:

- Created a WORKS DCDEE web page as a link from the DHHS DCDEE Web site to initiate public awareness for WORKS.
- Drafted the RttT-ELC DCDEE WORKS Fact Sheet.
- After Jennifer Johnson's (project sponsor's) resignation from DCDEE, a meeting was held with DCDEE Director Pam Shue, to ensure her support as the new project sponsor for the upcoming discussions about the possible contract amendment(s).
- Reviewed schedule of non-sprint deliverables with Deb Kiger, EMSPIC PM, and agreed to align completion dates with availability of resources and dates of dependencies/predecessors.
- DCDEE reassigned role of the Product Owner to Heather Marler, a permanent DCDEE staff member who is also the lead business Subject Matter Expert (SME) for WORKS.

Challenges:

- The extra time required to implement the NCID/SAML will impact the ability to implement full functional requirements by the time allotted by the contract.
- The DCDEE WORKS database/model will not be completely defined for the CSDW team to analyze and make appropriate changes required for the WORKS –CSDW interface by the go-live date.

Upcoming Tasks:

- The following contract deliverables are reported as being in progress:
 - Comprehensive security plan
 - Disaster recovery plan
 - Detailed implementation plan
 - Training plan
 - Conditional Hosting Exception #3
 - Test plan
 - Training material
 - Data conversion/migration plan
 - Data model
 - Data dictionary
 - Data crosswalk document
 - Detail transitional requirements
 - Entities & Modules
 - UAT Assignments

***(Repeated)* Activity 15.1: Develop/revise K-3 Assessment to include a Kindergarten Entry Assessment and extend through third grade (see page 19-20).**

***(Repeated)* Activity 15.2: Using Data to Improve Classroom Instruction (see page 20).**

NORTH CAROLINA RACE TO THE TOP- EARLY LEARNING CHALLENGE TRANSFORMATION ZONE

The Transformation Zone is a system building initiative that includes a set of four counties (Beaufort, Chowan, Bertie and Hyde Counties) in Northeastern NC and representation from key human service state agencies working with young children. Working with the local and state teams, the effort emphasizes community infrastructure and capacity building around implementation science to support high quality implementation of selected evidence-based/informed strategies to improve outcomes for young children.

This report extracts the related Transformation Zone projects from the existing quarterly report and consolidates information to present the Transformation Zone as an initiative and provide a more holistic perspective of the Transformation Zone work. The various projects are coupled according to their strategy focus, including: Transformation Zone Support and Capacity Building activities, Child Care Strategies, Family Strengthening Strategies, Early Literacy Strategies, and the Transformation Zone Evaluation. A diagram depicting each strategy by implementation phase is also included to present information using the Applied Implementation Frameworks.

Transformation Zone Support and Capacity Building (Activities 1.2 and 18.2)

Description: These activities emphasize work with the local and state teams to enhance community infrastructure and capacity building around implementation science to support high quality implementation of selected evidence-based/informed strategies to improve outcomes for young children in the Transformation Zone.

Activity 1.2: Transformation Zone Support and Capacity Building (National Implementation Research Network)

Description: The Transformation Zone is a system building initiative that includes a set of four counties (Beaufort, Chowan, Bertie and Hyde Counties) in Northeastern NC and representation from key human service state agencies working with young children. Working with the local and state teams, the effort emphasizes community infrastructure and capacity building around implementation science to support high quality implementation of selected evidence-based/informed strategies to improve outcomes for young children in the Transformation Zone (TZ).

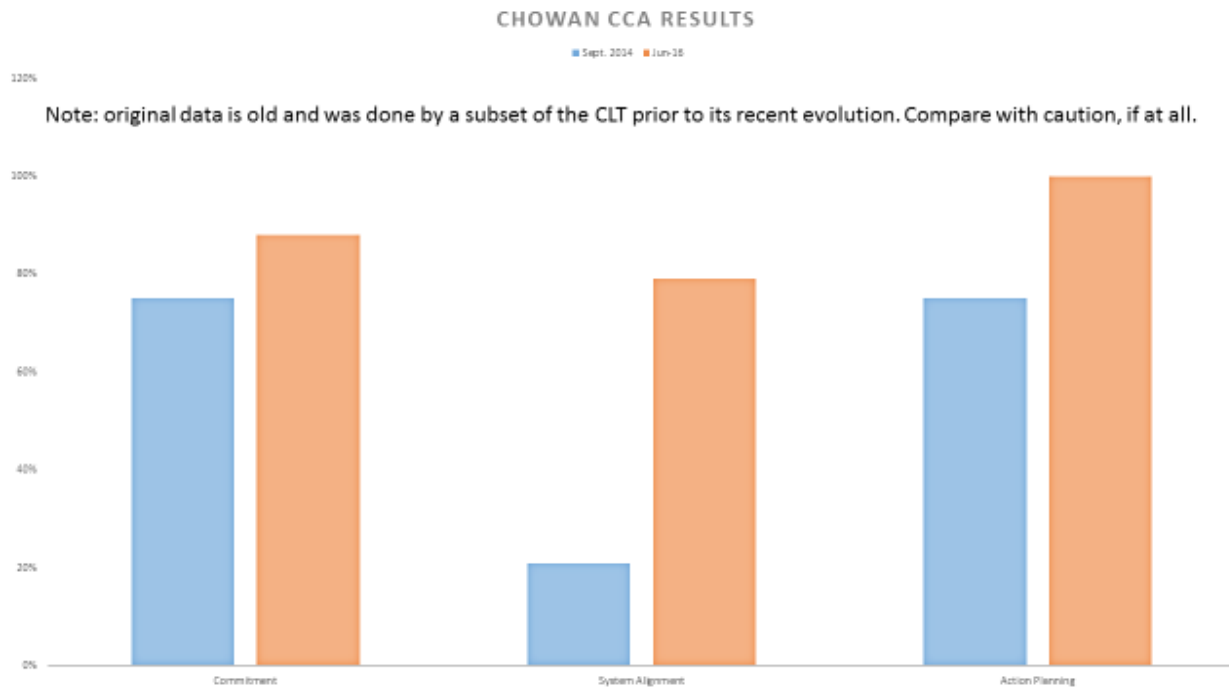
Key Accomplishments:

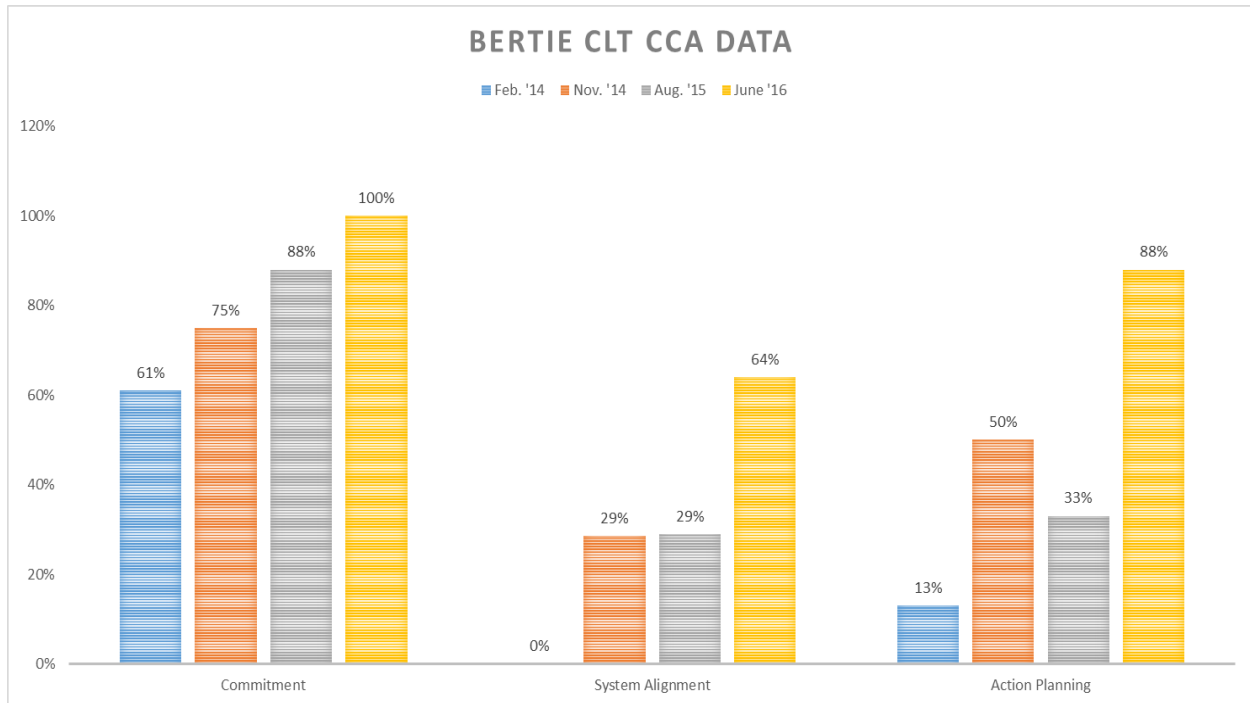
- State-level:
 - Funder & Grant Administration work:
 - NIRN continues to support *NC Partnership for Children* in their efforts to expand organizational capacity to use Implementation Science best practices internally and with Local Partnerships for Children.
 - NIRN supports NCPC staff in convening, preparing and facilitating a small implementation team comprised of NCPC staff. NIRN staff provide weekly coaching to the NCPC Implementation Team facilitator and attend biweekly meetings. This team met weekly throughout the

quarter to review unit responsibilities, identify overlaps and gaps, and identify opportunities to enhance NCPC implementation capacity. This Team was developed following our work with NCPC leadership in 2015.

- The NCPC implementation team has communicated priorities and recommendations to NCPC leaders who supported the Implementation Team's focus on development of a Centralized Tracking System for NCPC to use internally. The Implementation Team is now working to develop an Exploration process and collect data for the development of this system.
 - NIRN provided intensive coaching in Implementation Science and change agent skills to the NCPC Coach Coordinator, so that she may support local Implementation Coaches in their knowledge and skill development. NIRN staff met weekly with Coach Coordinator in Q1 as well as providing coaching as needed in response to emergent opportunities and challenges. This will continue through 2016.
 - *Evaluation Team:* NIRN continues to join Evaluation Team meetings on a monthly basis to provide feedback to Evaluation Team and receive updates.
- ELC Grants management:
 - NIRN provided input to the grants management team regarding planning for the end of Family Connects and how to provide county updates.
 - NIRN worked with GMT to outline the final reports expected from NIRN, their content and the relevant deadlines.
- County-level:
 - NIRN technical assistance is aligned with technical assistance plans developed in Q4 2015. County level support in Q2 was responsive to emergent coach and team needs and was largely virtual, reflecting the reduced level of involvement envisioned in the grant.
 - For Bertie, TA included the administration of the County Capacity Assessment (CCA, June 2). Results showed increased since the last administration and allowed for a few specific items to surface related to consistent use of collection and of data to drive improvement and understand progress. A report with results was submitted with the intention that the team would use them for further action planning. Additional TA included planning for the design of a child identification plan now that county funding has been received to support specific activities. The goals for this effort is increasing family awareness of and enrollment in available services.
 - For Chowan support focused on supporting the Coach to manage overlapping and complementary program opportunities to maximize their impact for young children and families. In addition, the Chowan CARES (former leadership team) team completed its first CCA as a full team. Despite the lack of longitudinal data, the results showed strong capacity for across the three domains. In Chowan too, the consistent collection and use of data to improve strategies and understand program was identified. A report with results was submitted with the intention that the team would use them for further action planning.

- For Beaufort, virtual TA focused on supporting the coach to trouble shoot and plan for emergent tasks from leadership team meetings. Specific support focused on active implementation tools, especially the Hexagon and its use at different stages. TA also encompassed planning for coach-led orientation of new implementation and leadership team members is also under way.
 - In Hyde TA was largely focused on supporting the coach who is leading specific data collection efforts aligned with the ongoing strategic planning focused on literacy and family strengthening.
- NIRN is working with NCPC on exploration of a potential cross county meeting. A survey of county leaders is in development to determine priority interests, locations, and timing.





Notes

Bertie

- Were very thoughtful and specific in explaining scores, citing specific practices and documents (or their absence)
- County proposal stood out as a key event motivating sustained collaboration & focused planning
- Noted gaps in data reporting and use (C1)
- Noted gaps in system alignment and made link with strengthening ToR (B4-7)

Chowan

- Vast difference in comfort with and ability to engage in focused discussion around CCA
- Also very thoughtful and specific in explaining scores, citing specific practices and documents (or their absence)
- Strategic framework doc (ABLE) was a unifying experience and tool
- Noted continuing focus on engaging key CLT members with appropriate authority (A1)
- Working on Sustainability plans – structural and financial sust. (A11)
- “written” processes were a stumbling block – made explicit link to improving ToR (B5-7)

Challenges:

- State-level:

- Funder work: No challenges identified to work with NCPC at this time. No ongoing work with other funders.
- Purveyor work: At this Implementation Stage, purveyor work is limited. No challenges identified at this time.
- County-level:
 - NIRN Support: Ensuring support of focused on local leadership of and response to challenges, e.g. transitioning out of a more active TA role, per our 2016 plan.
 - Cross-agency Coordination: Coordinating and align (where possible) TA efforts across NIRN, NCPC and Able Change remains a priority. In Q2 monthly coordinating calls helped to facilitate understanding across TA streams.

Next Steps:

- State:
 - NIRN will continue to provide ongoing support to NCPC in order to develop NCPC's capacity to use Implementation Science in its work.
 - NIRN staff will continue to provide weekly coaching to the Implementation Team Facilitator and attend Implementation Team meetings on a biweekly basis.
 - NIRN staff will work with NCPC's leadership team to support their communication and integration of the Implementation Team into agency structures.
 - Attendance and participation in Evaluation team will continue.
 - NIRN will attend State Leadership Team meetings as invited/requested.
- County:
 - NIRN will continue to work with NCPC to explore the potential for a cross county meeting for Fall 2016.
 - NIRN will continue to coordinate TA with NCPC to ensure efforts are aligned and useful for county partners.
 - NIRN's county technical assistance will focus on:
 - Building County Leadership and Implementation Teams' capacity to use data as a part of feedback loops within the county and with state partners.
 - Tailored TA for coaches based on identified priorities, including building implementation capacity of county implementation staff and supporting coach planning for and delivery of direct implementation support in the county.

Activity 18.2: Transformation Zone Implementation Team (North Carolina Partnership for Children)

Description: This Activity will provide the local community-building and support needed to effectively implement high-quality programs and practices in the Transformation Zone.

Key Accomplishments:

- NCPC, NIRN, and ABLe made plans to prioritize consistent messaging around sustainability in the four counties and subsequent actions were made to support implementing the plan.

- Implementation of the technical assistance plans has been a primary focus this quarter. The progress has been made within those plans has created opportunities for rich discussions, which have contributed to concrete decisions being made in some of the counties.
 - **Communications-** Beaufort has made the most significant progress around communications technical assistance. Over the last three months, with the support of the Communications Director, the group moved from identifying target audiences and core messaging for those audiences to approving a messaging several components of a communications strategy timeline to then developing a media and marketing committee to support moving the timeline and plan to action. Chowan also has engaged in some initial planning that has included an internal audit within the teams that will become the foundation for next layer of communications work for the teams in August.
 - **NIRN-** The Bertie and Chowan leadership teams having an opportunity to engage in the completion of the Community Capacity Assessments (CCA) has created the space for the teams to highlight and celebrate their strengths as well as to further identify where they could prioritize and focus their efforts around the areas of leadership commitment, early childhood system alignment, and action planning. Attention to maintaining the current areas of strength while prioritizing efforts to work toward strengthening other efforts can contribute to increased capacity that supports sustainable practices around effective implementation. In Beaufort, the technical assistance supported the leadership team in making infrastructure decisions that further support their commitment to sustaining the work beyond the grant. In Hyde, the technical assistance has focused this quarter on continued support of the implementation science capacity of the coach, which contributed to capacity building within the leadership and implementation teams. With new membership, new opportunities have been provided for exposure to implementation science to some, while also providing opportunities to gauge and build on implementation capacity of seasoned team members.
 - **ABLE-** Bertie and Hyde have placed a significant amount of focus on the county visions that were developed during the September Retreats. Strategic planning writing teams were developed and began participating in biweekly county specific coaching sessions and three joint team webinars, all of which have supported the development of pathways for change, identify root causes for conditions, and planning for effective strategies that can adequately address systems conditions. Leadership from both teams have expressed extreme value this ABLe technical assistance process is to assisting them in adequately assessing the needs the community, the gaps in the system, and the most effective way to plan to close those gaps and meet those needs. Worth noting is that an increased level of time commitment for team members has been needed and given to ensure this work moves forward
- Sustainability conversations within the counties have increased this quarter, with some concrete actions in all counties to demonstrate a keen interest in sustaining the efforts.
 - Beaufort- As mentioned in the above section, the team has taken much action to make decisions around infrastructure. One was their decision to operate as a separate entity; coalition with a 501(c) (3). The process of applying for the 501 (c) (3) has begun. In addition, the team placed urgency on prioritizing the development of the messaging plan to bring greater awareness to various audiences in the county around the work.
 - Bertie- Much time and effort was devoted to developing a proposal to county commissioners in support of sustaining and expanding components of the work. The plan was developed, presented, and subsequently accepted. Funding was awarded, which includes a salary for the coordinator position.
 - Chowan- The leadership team developed a fund development committee that was birthed out of discussion around what the team deemed essential to sustain. The team is committed to researching funding sources that could potentially sustain implementation coach, early literacy coordinator, and child care health consultants; emphasizing that the

coach role is a key to supporting the infrastructure that has been developed. In addition, the teams have placed greater focus on data and using the data to drive decisions. The team also launched a Facebook page and developed a logo.

- Hyde- As mentioned in the above section, capacity building has been a key focus this quarter for Hyde. Also, the leadership team made request of the implementation team in support their sustainability discussions.
- Problem solving and planning around TZ strategies implementation has continued to be a focus for the teams. Beaufort and Bertie both hosted B.A.B.Y. Showers that allowed for program advocacy and recruitment, while providing an opportunity for cross-sector collaboration across agencies. Additionally, there was collaboration across strategies (Bertie-Early Literacy, Family Connects, and Triple P) and (Beaufort-Early Literacy and Family Connects) .
- Communications: The NCPC Communications Team has begun implementing the TA plans for all counties. Beaufort County has already begun the process of implementing a full communications plan and has received approval from the county to create a macro-site on the county's website for the work of BC 360. Message development meetings are scheduled with leadership teams in Bertie and Chowan Counties, and a communications audit is underway for Chowan. Hyde County will begin the process of communications planning around their strategic plan in September.

Challenges: None to report this quarter.

Upcoming Task:

- Continue to implement various components of the technical assistance plans.
- Support sustainability planning in preparation for the strategic plan deliverable.
- Develop core messaging portfolios for Bertie and Beaufort.
- Develop public awareness campaign for Chowan.

Child Care Strategies

4 -5 Star Infant Toddler Slots in the Transformation Zone (Activity 6.2)

Description: This Activity will create more subsidized Infant/Toddler slots in 4 and 5 star programs in the Transformation Zone with support from an Infant-Toddler Specialist.

Key Accomplishments:

- The Project “Infant-Toddler Expansion in the Transformation Zone” is completed. The final report is posted on the [“High Quality \(4 – 5 Star\) Infant and Toddler Programs in the Transformation Zone” page on the NC RTT-ELC website.](#)

Part Day Infant Toddler Program in Transformation Zone (NC Babies First/NCB1 - Activity 6.3)

Description: This Activity will create a high-quality part day program for high need infants and toddlers in the Transformation Zone with support from an Infant-Toddler Specialist.

Key Accomplishments:

- Beaufort County: 38 attending at the end of May (all double slot); 3 receiving transportation; no open slots.

Challenges:

- Administrators are reluctant to schedule new commitments outside of their sites.

Upcoming Tasks:

- Provide TA support to current NCB1 sites.

- Continue ITERS-R mock assessments of classrooms to ensure ongoing quality of care.
- Review all ongoing developmental assessments and family engagement.
- Seek information for sites on any possible programs that could extend the work that they have done with NCB1.

Healthy, Social Behavior (HSB) Specialist in Transformation Zone (Activity 8.4)

Description: This Activity will provide a Healthy Social Behavior Specialist who will provide technical assistance and training to ELD programs in the Transformation Zone (TZ) to improve program capacity to support the healthy social/emotional development of the children in their care, using the teaching pyramid framework and strategies.

Key Accomplishments:

- This project is completed. The Final Report is posted on the [“Healthy Social Behavior Specialist in the Transformation Zone” page of the NC RTT-ELC website.](#)

Child Care Health Consultants (CCHC - Activity 18.5)

Description: Child Care Health Consultants support child care programs in promoting children’s health and development. This Activity will strengthen statewide capacity by establishing a regional health consultant coaching model. It will also provide additional health consultants in the Transformation Zone counties.

Key Accomplishments:

- The pilot stage of the coaching model is complete. All current CCHCs have been trained in the model. For new CCHCs, the coaching model module is incorporated in the CCHC Training Course.
- On-going coaching supports are offered by the three Regional CCHC Coaches. The UNC-CH Child Care Health and Safety Resource Center is continuing a webinar series to discuss updates to their coaching materials/module.
- The NC Child Care Nurse Consultant also provides ongoing technical assistance to the CCHC network and works collaboratively with NCPC and the Regional Coaches.
- The Beaufort/Hyde Partnership for Children has expanded the caseload of their remaining CCHC to support RTT supported sites through the end of the grant.
- CCHCs in the Transformation Zone continue to provide Health and Safety coaching and consultation to selected child care providers. Child care providers are selected for service based on County Implementation Team recommendations, through collaboration with other technical assistance providers, or by requests from individual child care providers.
- State partners (NCPC, DCDEE, and DPH) continue to meet to discuss ways of sustaining community CCHC positions and the infrastructure supported through the RTT-ELC grant. These include local and state funding strategies.
- On June 21, 2016, the CCHC Hiring Agency Orientation Guide workgroup’s feedback on the Essential Functions section of the CCHC Practice Model was discussed with the group charged to revise both the CCHC Model and CCHC Association’s Scope of Practice.
- The CCHC Certification pilot ended in June with over 20 CCHC certified. NCPC has committed to continue to work with the CCHC Association and NC Institute for Child Development Professionals on the CCHC Certification sustainability and integration.

- The NC Child Care Health and Safety Resource Center continues to support the CCHC usage and scale up of the NC Health and Safety Assessment APP. The Health and Safety Assessment APP has the potential for our state to begin collecting local, regional, and state level aggregated data regarding the impact of CCHC services on child care facility's health and safety requirements. The APP is currently being enhanced to incorporate CCHC feedback on usability additions and needed reporting features.
- The final CCHC Evaluation is complete. NCPC and The NC Child Care Health and Safety Resource Center met with the evaluators in May to discuss results and recommendations.

Implementation & Impact of Coaching Findings:

- The process for training the CCHC workforce in the coaching module has created variability in Regional Coaches' and CCHCs' capacity to implement coaching.
- Resistance from ECE providers can interfere with establishing trust needed to forge a coaching relationship.
- Both CCHCs and ECE providers endorsed generally high satisfaction with the coaching they received from Regional Coaches and CCHCs, respectively.
- Since the launch of the coaching module, there has been relative stability in certain aspects of CCHC service delivery and child care quality. The number of programs and children served by Smart Start-funded CCHCs has been stable. ECE programs' sanitation scores also remained steady (with 91% Superior ratings for over 500 programs).
- Logistical factors and the addition of the coaching module may play a role in the decrease of on-site consultations. High caseloads, geographic spread, and the demands of time-intensive coaching may further reduce CCHCs' capacity to provide on-site services.
- During the years when the coaching module was being launched, ECE providers showed high levels of knowledge on topics such as sanitation, handwashing, medication administration, and toileting/diapering. About 82% of ECE providers scored 80% or greater at pre-test, and 98% scored 80% or greater on at post-test following a CCHC didactic training on one of these topics.

Recommendations included:

- Opportunities for utilizing coaching may be found in preparations for sanitation visits and helping ECE providers better translate their knowledge into practice. Lists of sanitation demerits may offer concrete areas to address through coaching.
- Enhance CCHC's capacity to assess program readiness for various TA approaches.
- Leverage funding to enhance overall capacity of the workforce with the goal of reducing barriers to on-site visits.
- Increased, sustainable access to supports, to include regional coaches.

Challenges:

- Without the continued support for the CCHC Regional Coaches and local CCHC positions, it will be difficult for our state to support high quality, consistent CCHC services across the state. It will also be difficult to develop and support the new health and safety training CCDF requirements the state must meet.

Upcoming Tasks:

- Revise the CCHC Model and CCHC Association's Scope of Practice.
- Continue coaching supports offered by the three Regional CCHC Coaches.
- Continue the webinar series offered by the UNC-CH Child Care Health and Safety Resource Center to discuss updates to their coaching materials/module.
- Continue the NC Child Care Nurse Consultant's ongoing technical assistance to the CCHC network and collaborative work with NCPC and the Regional Coaches.

Family Strengthening Strategies

Activity 17.1: Family Connects

Description: This Activity will provide home visiting, screening, referral, and other services in the Transformation Zone (TZ).

Key Accomplishments:

- Family Connects in TZ had their highest performance June 2016.

Family Connects Northeast Region, North Carolina: Monthly and Quarterly Activities Report

Table 1. Quarterly Population Report / Scheduling Report – Overall and by County

Birth month 2016	Total eligible births by county residence (N)	Total eligible births scheduled for home visit (N)	Scheduled in hospital (N)	Scheduled by telephone/other * (N)
April	43	36	8	28
Beaufort	28	24	8	16
Bertie	7	6	-	6
Chowan	6	4	-	4
Hyde	2	2	-	2
May	62	50	14	36
Beaufort	40	35	14	21
Bertie	12	8	-	8
Chowan	8	5	-	5
Hyde	2	2	-	2
June	48	44	2	42
Beaufort	29	25	2	23
Bertie	12	12	-	12
Chowan	4	4	-	4
Hyde	3	3	-	3
Total for Quarter	153	130	24	106
Beaufort	97	84	24	60
Bertie	31	26	-	26
Chowan	18	13	-	13
Hyde	7	7	-	7

* Includes scheduling contacts that fall under “other”: website, self-referral by phone, etc.

Table 2. Quarterly Activities Report – Overall and by Month

Birth Month	Total pre-IHV Home Visits Completed (N)	Total IHVs Completed (N)	Total post-IHV Home Visits Completed (N)	#IHVs with ≥ 1 Referral (N)	Total # Referrals Made (N)
2016					
April	12	45	7	19	32
Beaufort	9	27	2	14	25
Bertie	3	10	4	2	4
Chowan	-	6	1	2	2
Hyde	-	2	-	1	1
May	10	35	10	25	55
Beaufort	9	24	6	18	47
Bertie	-	3	4	1	1
Chowan	1	6	-	4	5
Hyde	-	2	-	2	2
June	19	45	12	29	67
Beaufort	18	28	10	17	38
Bertie	-	14	-	10	19
Chowan	-	-	-	-	-
Hyde	1	3	2	2	10
Total for Quarter	41	125	29	75	159
Beaufort	36	79	18	51	114
Bertie	3	27	8	13	25
Chowan	1	12	1	6	7
Hyde	1	7	2	5	13

Table 3. Post-Visit Contacts – Quarterly Summary

Quarter	# PVC Cases Assigned in Quarter (N)	# Contacts Attempted	# PVC Interviews Completed (N)	# Referral Outcomes Assessed (N)	% Referrals Contacted	% Referrals with Services Received
2nd Qtr, 2016	162	170	51	161	89%	86%

*Table 4. Most Frequent Nurse Referrals to Services/Resources**

Beaufort	114
OBGYN	21
Pediatrician	14
Beaufort County Health Department	13
Social Services	11
Care Coordination 4 Children (CC4C)	9
WIC (Women, Infants & Children)	5
Beaufort/Hyde Partnership for Children	3
Coastal Pregnancy Center	3
Easter Seals UCP (CPP for Beaufort & Hyde Co.)	3
Maternal Expressions	3
Pregnancy Care Management	3
Specialist	3
Vidant Behavioral Health (Washington)	3
healthcare.gov	2
Quitline NC	2
Smart Start	2
Bertie	25
OBGYN	7
Specialist	3
Pediatrician	3
Albemarle Smart Start Partnership	2
Bertie County Department of Social Services	2
Choanoke Public Transportation Authority	2
Coastal Pregnancy Center	2
Social Services	1
Care Coordination 4 Children (CC4C)	1
Integrated Family Services - Mobile Crisis Team	1
Mobile crisis	1
Chowan	5
OBGYN	2
Specialist	1
Chowan County Department of Social Services	1
Economic Improvement Council, Inc.	1
Mental health services	1
Pediatrician	1
Hyde	13
Hyde County Department of Social Services	3
WIC (Women, Infants & Children)	3
OBGYN	2
Pediatrician	2
Hyde County Hotline	1

Integrated Family Services - Mobile Crisis Team	1
Maternal Expressions	1

Beaufort single referrals not listed.

Challenges:

- To retain TZ Family Connects staff through the end of the project. Attrition is always anticipated when a grant is ending.
- No parties currently involved in TZ Family Connects have expressed interest in maintaining the program past December 31, 2016 in the Transformation Zone.

Upcoming Tasks:

- Hold a budget meeting with DPH and DCDEE Budget Offices Represented to reconcile invoices and payments for Family Connects services. Family Connects is fully funded through December 31, 2016. It is anticipated that staff will remain until that point.
- DPH and the Center for Child and Family Health call to coordinate reporting and monitoring.
- Develop a close-out process for the Family Connects grant project, ending December 31, 2016.

Activity 17.2: Positive Parenting Program (Triple P)

Description: The Triple P Program, an evidence based family strengthening program, is designed to meet the needs of families with many programs and options available to them. Triple P will be working with the Transformation Zone to develop programming.

Key Accomplishments:

- All 17 RTT-ELC Triple P counties have been transitioned to Title V funding effective June 1, 2016. See attached map and county clusters for lead and partner counties. Also, see attached Agreement Addenda for each of the lead sites.
- The Division of Public Health has hired a data specialist to assist sites with data collection and reporting.

Challenges:

- Establishing and maintaining local peer-to-peer support groups.
- Re-affirming the MOU's with agencies regarding peer-to-peer support groups, delivering Triple P, and submitting state data via the newly established lead counties.
- Setting up refresher seminars for trained providers who are hesitant to provide the service, or who are not engaged in peer-to-peer support networks.

Upcoming Tasks:

- Discussion with grant management team about potential supports for sustainability.

Early Literacy Strategies

Transformation Zone Early Literacy (Activity 18.3)

Description: This Activity will provide strategies (including Motherhead and Reach Out and Read) to improve early literacy in the Transformation Zone.

Key Accomplishments:

- Each TZ County is actively implementing ROR and Story Exploring.
- Chowan, Bertie, and Beaufort are actively implementing Motherhead/Fatheread.
- Beaufort and Chowan have held at least 1 B.A.B.Y. class. Bertie is anticipating holding their first B.A.B.Y. class in July.
- Bertie has recently had an early literacy coordinator staff change. A newly hired Literacy Coordinator is their fourth coordinator since the grant has begun. NCPC held an on-site technical assistance visit on June 16, 2016 to go over grant expectations, implementation requirements, and data. A follow-up technical assistance visit is scheduled for June 30, 2016. These visits have included NCPC, the new Bertie Literacy Coordinator, and TZ Implementation Coach.
- On-going support from the literacy purveyors, NCPC, and NIRN were provided to counties throughout the community planning process. This support has continued during the installation and initial implementation work. In addition, there are regular opportunities for cross-county support and learning through monthly conference calls and quarterly meetings.
- In response to counties' reported training needs, there will be a Story Exploring training offered in July in Beaufort County.
- Motherhead, Inc. is currently developing a reorientation approach for county teachers and community facilitators providing Story Exploring, BABY, and Motherhead/Fatheread.
- NCPC has continued to facilitate quarterly TZ Cross-County Early Literacy meetings with Literacy Coordinators, RTT Implementation Coaches, local partnership staff, purveyors, and contracted evaluator. The last meeting was held on May 24, 2016. In prep for the next meeting in August and continuing sustainability discussions, NCPC asked counties to think about four areas where they may have influence on sustainability efforts:
 - New partnership development
 - Sharing of program data – qualitative and quantitative.
 - Fundraising efforts
 - How you are building the capacity of your current implementers and partner agencies.
 - Thinking about integration opportunities with other local partnership and community programs or initiatives.
- NCPC is continuing to assess who may be a natural leader within the TZ to coordinate quarterly or bi-annual cross-county networking opportunities after the grant is done.
- The TZ Early Literacy evaluator has completed on-site interviews in Chowan and Hyde. Visits to Bertie and Beaufort will occur in June. These visits are to better understand successes and challenges of implementation.
- NCPC has talked with Motherhead and ROR Carolinas about doing an on-line webinar series providing the Smart Start network an introduction to each model, readiness considerations, and installation tools. The webinar series and tools would be archived on NCPC's FabrikONE e-learning site. NCPC would like to partner with our transformation zone counties to speak to their successes and learning as part of the learning series as well.

Challenges:

- All three counties are currently determining levels of early literacy programming sustainability beyond the RTT grant.

- Bertie has recently had an early literacy coordinator staff change. A newly hired Literacy Coordinator is their fourth coordinator since the grant has begun. NCPC held an on-site technical assistance visit on June 16, 2016 to go over grant expectations, implementation requirements, and data.
- Hyde's Story Exploring site at Ocracoke Child Care Center is still on hold. A previously trained Story Exploring teacher has been rehired at the center which is positive. The Hyde Early Literacy Coordinator will be working with the center director to also obtain training.

Upcoming Tasks:

- A new round of Motherhead curricula trainings will be held this summer.

Evaluation

Transformation Zone Evaluation (Activity 1.3)

Description: This Activity provides a comprehensive evaluation of the Transformation Zone Activities.

Key Accomplishments:

- Held regular staff meetings to discuss project activities.
- Facilitated Evaluation work group meetings on 4/21/16, 5/19/16, and 6/16/16.
- Drafted, finalized and distributed final newsletter of findings from meetings attended 1/1/16-2/29/16 to county coaches, funders, conveners, purveyors, local service providers, Evaluation Work Group, Pennie Foster-Fishman, and posted to the AI Hub and RTT-ELC website.
- Presented on literacy strategy implementation at the 2016 Smart Start conference.
- Completed interviews with five coaches, analyzed data and drafted summary.
- Completed focus groups with implementation teams in April and analyzed data. Drafted summary of identified themes from focus groups with leadership and implementation teams.
- Attended TZ meetings: ELC planning, TZ coordination, and cross-county early literacy.
- Finalized draft of literacy report and emailed to TZ Evaluation Work Group for comments.
- Completed nine interviews of TZ state informants and began transcribing recordings and notes.
- Provided specific feedback to NCPC, NIRN, ABL e and Grants Management about TZ findings.
- Reviewed ABL e Change Network Dropbox, NIRN document files, NC-ELC TZ Sakai site, and other informational documents.
- Monitored TZ Evaluation email account and responded as needed.

Challenges:

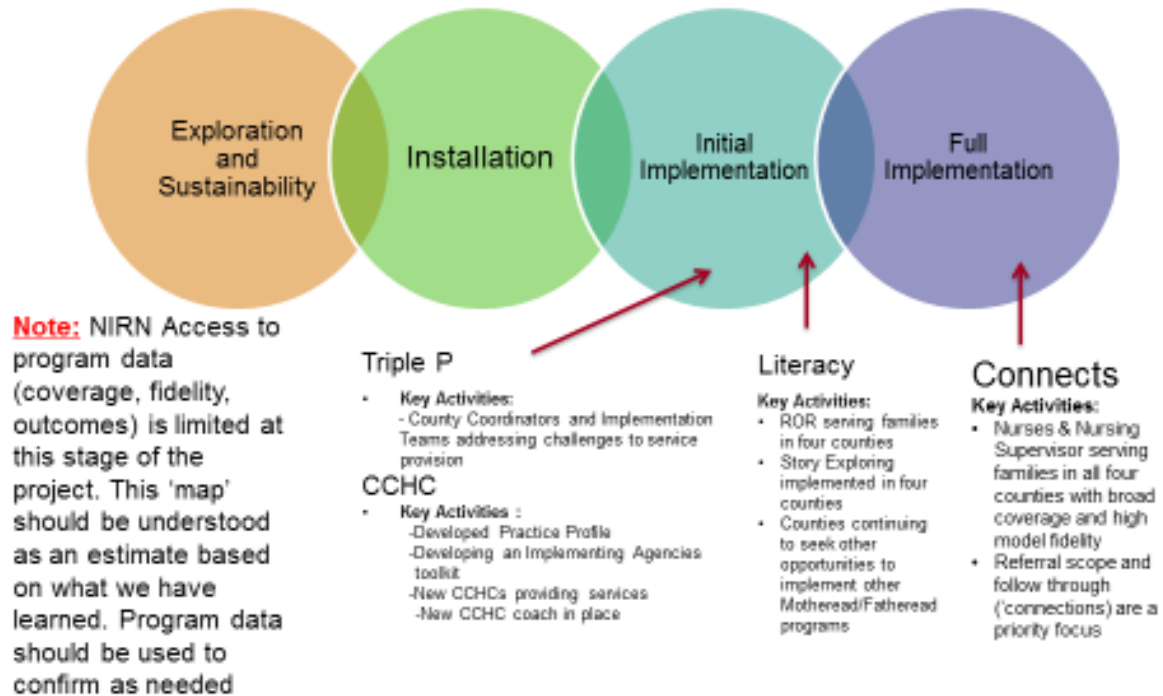
- None to report.

Upcoming Tasks:

- Continue attending ELC planning and TZ coordination meetings as scheduled.
- Facilitate Evaluation Work Group meetings on 7/7/16, 8/8/16 and 9/21/16.
- Finalize report of literacy strategy case study and send to Grants Management.
- Write report about county focus groups and coaches' interviews.
- Complete interviews with state informants, analyze data and write summary.
- Schedule and conduct interviews with purveyors, analyze data and write summary.
- Provide feedback to TZ Evaluation leadership and stakeholders on findings/ recommendations.
- Continue document review of ABL e Dropbox, NIRN materials, and NC-ELC TZ Sakai site.
- Continue to monitor TZ Evaluation email account and respond as needed.

Transformation Zone Strategy by Implementation Phase

Implementation Spring 2016



Implementation Continues (Spring 2016)

